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ABSTRACT

An experimental program of the master's level to prepare twenty students for public library service to the urban disadvantaged is reported. The institute had two general purposes: (1) to recruit and prepare twenty students to be effective librarians working with the poor in urban public libraries and (2) to test a variety of common assumptions about what constitutes relevant and productive education for service in public libraries of today and tomorrow. This evaluation of the program is aimed at answering two questions: (1) Were the "right" people recruited for the program and (2) Was the curriculum developed the "right" series of experiences through which students could develop attitudes, skills, competencies, and understandings necessary to function as change agents and as creative public librarians. It was demonstrated that librarians from minority groups are in great demand and that highly capable candidates can be recruited. The program's success and failures are assessed in this report for the benefit of the library educators who grapple with the same problems. (Author/NH)

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PUBLIC LIBRARY SERVICE FOR THE URBAN DISADVANTAGED

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Dedicated to:

Patricia Knapp

who continues to be our
measure of excellence

FOREWORD

To acknowledge all of the people who contributed to Wayne State University's year-long institute on Public Library Service for the Urban Disadvantaged would not be possible.

In the appendix to this report are listed the names of the students who were central to our enterprise, of the two co-directors, Michael Springer and Robert Holland, of the course coordinators, of the advisory committee, of the consultants, of major resource people, the supportive staff and Frank Stevens, our U.S.O.E. program officer. These people played a major role, but in addition, there are literally hundreds of others - the staff in the Detroit Public Library and the social agencies where the students gained their field experience, the whole Wayne State library science faculty who developed the original plan for the institute, Carol Alexander, a 1971 Wayne State Library Science graduate who produced the bibliography on The Force and Influence of Change on American Society, and many, many others.

To everyone who contributed to the institute, this record of whatever insights and accomplishments we achieved, is offered, with gratitude.

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CHAPTER 1

INTRODUCTION

In the academic year 1971/72, Wayne State University, in cooperation with the U.S. Office of Education, under Title II B of the Higher Education Act, conducted an experimental program at the master's level to prepare 20 students for public library service to the urban disadvantaged.

The institute had two general purposes: first, and most important, to recruit and prepare twenty students, fitted by their personal qualities, experience, and preparation to be effective librarians working with the poor in urban public libraries, and second, to test a variety of commonly heed assumptions about what constitutes relevant and productive education for service in public libraries of today and tomorrow.

In evaluating the program, therefore, two questions must be answered:(1) Did we recruit the "right" people - 20 individuals who in fact would become creative and productive librarians, making a real contribution to the urban poor, to the libraries with which they were to be associated, and to the library profession at large, and(2) Was the curriculum we developed the "right" series of experiences through which the students could develop attitudes, skills, competencies, and understandings necessary to function as change agents and as creative public librarians. Although less than four months have passed since the students left the campus in August, and thus, the most crucial evidence is not in, this report will attempt to answer these two questions as frankly and fully as possible, and to assess our successes and our failures for the benefit of library educators throughout the nation who grapple with the same problems.

Plans for the year-long curriculum were based on the conviction that library and information services to those who are socially, educationally, economically disadvantaged, who belong to minority groups and are culturally different is a major concern of the library profession and, therefore, of library education. We accepted the principles articulated in March, 1971 by the American Library Association Coordinating Committee on Library Services to the Disadvantaged that: (1) "Library education should emphasize the role of the library as an instrument of social change" and (2) library education should emphasize in preparation for service to the disadvantaged more interrelationships with other disciplines, greater familiarity with materials for specialized users, and the development of sound research.

Believing that service to the disadvantaged requires many different qualifications and skills, the library science faculty at Wayne State undertook, for the institute, a complete re-thinking of the traditional master's level curriculum, based upon the following assumptions:

1. Libraries serve the disadvantaged directly and also indirectly by providing information services to social and governmental agencies which serve them.

2. The public library is one agency among many in the complex communication network of the city. A major role of the public library is to coordinate the multiple information sources, resources and media in the city and to link them with potential users.

3. Librarianship is a unique discipline, with a distinct service to offer the disadvantaged. Our purpose was to prepare librarians not amateur social workers.

4. Librarianship, of its nature, is interdisciplinary, unique among professions as a "speciality in unspeciality." Other disciplines--social work, sociology, education, political science, public administration, economics, law--have much to offer librarianship and any meaningful program of library education must absorb and adapt their insights.

5. People, rich and poor, have a right to demand self-determination in the services offered them. All social and government services must be based on the real needs of the people to be served. An important part of preparation for library service, therefore, is a first hand, realistic knowledge of the people to be served and the attitudes and skills needed to maintain continuing rapport with individuals and community groups.

6. The,hopefully, highly qualified and motivated students recruited to this institute would within a few years become supervisors or administrators of public libraries, and, therefore, need to acquire in addition to the special competencies for direct service to the disadvantaged, the broad skills and insights of librarianship.

7. It should be possible, at the master's level, to give students in one intense year the basic insights and skills of librarianship, as well as the special competencies needed to work with the disadvantaged and the agencies which serve them.

8. Public libraries, despite their identity problems, are viable institutions, and that they can be restructured to meet the changing needs of the new city. Public librarians need to understand the power structure of the city, its fiscal problems, its organization and the dynamics of bureaucracy.

Within the framework of these assumptions, we tried to develop a curriculum which would help students to acquire the following special competencies:

1. Skills to plan and execute appropriate services to meet the informational and cultural needs of the disadvantaged, especially of the black urban poor.

2. Skills to structure information services geared to the needs of social and governmental agencies serving the disadvantaged.

3. Ability to work creatively within the city, its organization both at the official, bureaucratic level and the less overt but equally powerful grass roots community level.

4. Understanding of the public library as a social agency and as one distinctive facet in the city's communication network.

5. Insight into the quality of life lived by individuals and groups within the city: the various ethnic and cultural groups; the social agencies, official and unofficial, public and private, which make the "engine of the city" run.

6. Insight into the dynamics of protest, revolution and social change. The equation between violence, aspiration, expectation and frustration.

7. Ability to adapt to librarianship, the techniques of other professions in meeting the needs of the urban poor.

8. Ability to relate fruitfully to other social agencies in the city.

With the above insights and competencies, we hoped the students would become able to focus the basic skills of librarianship upon the information and cultural needs of the urban poor and the agencies which serve them. Among these library skills are:

1. The selection and evaluation of book and non-book, print and non-print materials to meet the viewing and listening as well as reading patterns of the urban poor.

2. The organization and bibliographical control of these materials to facilitate maximum access to them by the poor.

3. Storing and retrieving information in terms of the real needs of the urban poor.

4. Planning, reorganizing, restructuring library services in core city libraries in terms of facilities, staffing, services and materials.

5. Working with community groups.

6. Techniques of introducing the library to the non-reader.

7. Skill in planning adult education programs adapted to the needs of the urban poor.

8. Skill in rigorous evaluation of library programs in terms of well defined objectives.

In summary, the library science faculty of Wayne State hoped that the experimental curriculum would enable us to document the feasibility of teaching the basic skills of librarianship at the master's level while focusing upon the needs of a special group. We hoped to experiment with:

1. Optimum units of time for acquiring basic skills.

2. A heavy use of faculty from other disciplines in the library science curriculum.

3. A new concept of field experience in which students would learn at first hand about the information and cultural needs of the urban poor by spending substantial time in social agencies of the city.

4. Direct experience of community organization by observation of neighborhood groups and social and governmental agencies.

5. Participation training as a clue to understanding how groups operate.

6. Interaction with librarians in the field.

As a third and lesser goal, we hoped to share the enrichment and resources which the institute brought to our campus with the students enrolled in the regular graduate library science program and with practicing librarians in the Detroit Metropolitan Area by means of Colloquia and one or more short seminars within the institute.

Two groups aided the library science faculty in planning the institute. A local advisory committee was established in the early planning stage to insure that the program would be realistic in terms of the needs of the disadvantaged and the agencies serving them, of the public libraries who would employ the graduates and of the academic enterprise of which the curriculum was a part. Members of the Advisory Committee were:

Clara Jones, Director, Detroit Public Library
Noah Brown, Vice-president, Student Affairs, Wayne State University
Mary Joan Rothfus, Intake Supervisor, Wayne County Department of Social Service
Robert E. Booth, Chairman, Department of Library Science, Wayne State University
Margaret Grazier, Professor of Library Science, Wayne State University, and Director, Internship Program to Prepare Students to Work in Inner City School Libraries.
Conrad Mallett, Director, Neighborhood Relations, Wayne State University, formerly Housing Director, City of Detroit

In addition, a group of consultants skilled in urban affairs, in adult education, in curriculum development and in educational evaluation met with the library science faculty and the institute staff for two days during the summer of 1971 to critique the content and methodology of the institute. These consultants were:

Hamilton Stillwell, Dean, University Extension Division, Rutgers University
Ralph W. Conant, President, Southwest Center for Urban Research
Jack Dalton, School of Library Science, Columbia University
Otto Hetzel, Associate Director, Center for Urban Studies, Wayne State University
Donald Marcotte, Assistant Professor, Educational Evaluation, Wayne State University
Albert Stahl, Assistant Professor, Instructional Technology, Wayne State University.

So much for our philosophy, assumptions, purposes and goals. In summary, we were attempting:

1. To train 20 students who would be effective public librarians working with the poor in urban settings.

2. In the course of this training, to gain some new insights into what constitutes quality library education, relevant in both content and method to the public library as it is today and will be tomorrow.

3. In administering a program for a special group, to devise ways to enrich the regular library science curriculum and to provide some continuing education for librarians in the area.

Central to our purposes, was recruiting. Who were the "right" candidates, and did we recruit them?

At the advice of our Advisory Committee, only candidates academically acceptable to Wayne State University's Office for Graduate Admissions were accepted. It was the opinion of our advisors that work with the poor in inner cities is the most challenging kind of library service and demands high intellectual competence, in addition to the personal qualities generally believed to be necessary for this work, such physical and emotional stamina; empathy with the poor, without sentimentality or superiority; flexibility, a zest for experimentation and innovation, and common sense.

We gave priority to students who were members of ethnic minority groups, Blacks, Chicanos, Indians, Appalachian whites, etc., and to those who came from disadvantaged backgrounds themselves, or who had demonstrated their ability to work with the disadvantaged. We made special effort to find students with undergraduate majors in sociology, political science and public administration. We looked for candidates free to accept employment in all parts of the United States in order not to saturate the Detroit area market.

In summary, we defined the "right" candidate as a person:

1. With a bachelor's degree from an accredited college who had demonstrated average or superior academic competence.

2. Who had an undergraduate major in sociology, political science or public administration.

3. Who came himself from a disadvantaged background or who had demonstrated his ability to work with the disadvantaged.

4. Who possessed a mature commitment to work with the urban poor, as evidenced by such personal qualities as physical and emotional stamina, common sense, flexibility, empathy with the poor.

5. Who belonged to an ethnic minority group.

6. Who was genuinely committed to be a librarian.

7. Who was geographically flexible enough to be employable.

How did we go about contacting the "right" people and which channels were most productive? Working with a killing time schedule (notice of funding was received on June 1, 1971, and the deadline for application with transcripts to Wayne State University's Graduate School was July 15, 1971), we sent 2500 brochures to:

1. All liberal arts graduates of June, 1971 from Wayne State University.

2. The librarians of all four-year colleges in Michigan.

3. All public library systems in Michigan.

4. Fifty state libraries.

5. All ALA-accredited library schools.

6. All U.S. public libraries serving over 100,000 people.

7. Charles Townley, American Indian Bibliographer, University of California, Santa Barbara.

8. Michigan Bishop's Committee for the Spanish-speaking.

9. Executive Directors of local Urban Leagues.

10. Colleges retraining southern teachers replaced by integration of schools (list supplied by Trans-Century Corporation, 1789 Columbia Road, Washington D.C.)

11. College and university directors of placement of minority-group students.

12. A mailing list of area directors of federal programs, "Talent Search", "Upward Bound" or "Special Services."

13. Vista.

14. A mailing list of displaced southern teachers (supplied by the American Library Association).

News releases on the program were sent to "Vista Bulletin Board", and to all periodicals indexed in "Library Literature." Brochures were also distributed at the American Library Association Conference in June, 1971.

As a result of the deadlines, 21 candidates were disqualified because their applications arrived too late, and an additional 32 persons never returned the application forms they had requested. Los Angeles Public and Pennsylvania State Libraries who had expressed interest in screening and referring local candidates to us, found the deadlines impossible to meet.

Public libraries proved to be our most effective recruiting channel, referring to us nine of the 20 candidates finally selected. These nine students felt that they had an advantage over the other students, in understanding, which persisted throughout the year and preserved them from an immature commitment to the program based upon a false conception of the library.

Six of the 20 students were June, 1971 liberal arts graduates of Wayne State University, probably a disproportionate number in view of the limited job opportunities in the Detroit area.

Of the 20 applicants selected for the institute, 17 were women, three men, 12 were black, six white, two Chicano. They came from Michigan, Arizona, Missouri, Florida, Texas, Maryland and Colorado. They were graduates of Universities of Michigan, Arizona, Wayne State, Illinois, Florida Atlantic, Texas, Prairie View A&M, Fisk and Colorado Kentucky State, Grambling and Tougaloo Colleges. They ranged in age from 23-29 years.

Only eight of the 20 candidates selected (or 40%) had the undergraduate majors we sought and there proved to be no significant difference between the aptitudes and commitment of these students and the others with undergraduate majors in education, English, French, history, psychology and business.

Table I is a statistical summary of our recruiting efforts. Without question, we would have had a wider choice if we had had more time.

Table I - Recruitment Summary

Brochure announcements distributed	2,500
Applications for admission filed	55
Applications received too late for consideration	21
Applicants disqualified by low honor point average	7
Acceptable applicants	27
Participants selected	20

How did we screen applicants? In addition to examining undergraduate transcripts, we asked candidates to request letters of references who could evaluate their physical and emotional stamina, their sensitivity, their empathy, their flexibility, their imagination, their energy, and their common sense. Applicants were asked to submit short essays on their interest in librarianship and in working with the disadvantaged, on why they felt themselves fitted for the work, what experience they had had and what their expectations were of the institute. In addition, personal interviews were held with all Detroit students.

A committee of institute staff, Wayne State University library science faculty, library science students, and our Advisory Committee rated each candidate taking into consideration all of the evidence submitted above.

How successful were our recruiting and screening efforts in selecting the "right" candidates? Only partially successful. Although it is easy to recognize and screen out applicants who are grossly unsuited, there is a large grey area, within which none of our evaluative devices proved infallible. Letters of recommendation are less then totally reliable, since no one wishes to destroy a candidate. Work experience is a better index, but does not apply for young people who have held only part time student jobs. In any interview of feasible length, we found it ultimately impossible to judge accurately about emotional stability, or about genuine commitment to the poor and/or to librarianship. Especially in times of limited employment, when an opportunity is offered to earn an advanced professional degree, without tuition and with a small living stipend, it becomes difficult, if not impossible to distinguish between a genuine desire on the part of an applicant to work with the poor in urban libraries and a very reasonable wish to be occupied and to eat regularly for a year. It could be argued that ulterior motivation is not necessarily bad, and that it can be built upon to develop genuine professional commitment. Sometimes. It was our experience that judgment based on personal interviews conducted by several knowledgeable people, faculty and student, public librarians and educators, black people and whites, were no more discerning and no more reliable than judgments based on written evidence.

At this writing, on November 15, 1972, four months after the program ended, 17 of the 20 candidates have in fact completed work for an MSLS degree: one dropped out of the program and the other two may complete the final requirement (master's essay involving individual research) within the next six months. Academically, therefore, our judgments were reasonably sound.

Of the 17 students who have completed their work, ten are presently using their skills in urban public libraries. What about the other seven? One is expecting a baby within a short time, and one is touring Europe for a year. One chose to work in a bi-lingual program in the Detroit schools, although she had numerous opportunities to work in public libraries. For personal reasons of family and friends, four of the qualified students feel tied to Detroit, and thus are unemployed. If they were mobile, they could find numerous employment opportunities, especially since three of them are black women.

In summary, as of November 15, 1972, four months after the institute ended 17 of the 20 participants (or 85%) completed the program. Two more may finish within the next six months. One of these has been handicapped by illness and pregnancy.

Ten of the 20 participants (or 50%) are presently working in urban public libraries, with the disadvantaged. Although enthusiastic reports have come in about several of them, it is too early to make a reliable judgment of their success.

Four of the 20 participants (or 20%) are qualified and eager to work in public libraries, but are tied to the Detroit area. One hopes that job opportunities will open in Detroit, or that they will find it possible to move.

The great majority of the students we selected were excellent choices. They proved to be superior students, intelligent, dedicated and tough minded, with a clear sense of direction. There is every reason to believe that they will be highly successful public librarians who will make an important contribution to the libraries where they are employed, and to the profession at large.

It is the judgment of the institute director at this time, however, that we should not have selected as many students who were unable to seek employment outside the Detroit area, and that in three or four of our selections we chose candidates who lacked the personal stability and dedication necessary to serve the urban poor as librarians.

We demonstrated that there is a continuing demand for minority librarians, especially Latino, if they are willing and able to be geographically flexible. Most of the minority students received numerous offers of excellent positions using the special skills they had been developing. It was our experience that the demand for white students to work in inner city libraries was much more limited. Of the four white students who have completed the program, two (50%) are employed; of the two Chicano students, one (50%) is employed in a public library, of the 11 blacks who completed; seven (63%) are employed in public libraries. One cannot, however, quote meaningful statistics based on so small a sample.

In summary, our successes demonstrated that librarians from minority groups are in great demand and that highly capable candidates can be recruited. Our failures were largely of two kinds -- 1) choosing too many people who could not leave Detroit and- 2) choosing some people who were not really suited for or dedicated to library service to the urban poor. It would appear that none of our screening techniques were effective in identifying the latter. In future, therefore, the following steps seem desirable.

1. Recruit all or most of the students from four or five public libraries prepared to re-employ students after they graduate. This should ensure a realistic concept of the public library by the student, screening of the candidates which only a day to day observation in a work situation can offer, and assured employment.

2. Continue to recruit black students.

3. Emphasize recruitment of Latino students.

4. Anticipate limited employment opportunities for white librarians working with the disadvantaged in large cities of the north, east, midwest and west.

5. Recruit only academically qualified students.

As will be documented in the following section on curriculum, preparing for service to the disadvantaged requires a wide range of and high level of competency, beyond the ability of mediocre or marginal students.

6. Recruit for emotional stability and dedication (it is unlikely that in a year of graduate study this can be taught or developed), for intellectual competence and for employability (either by commitment of a former employer or geographic flexibility).

CHAPTER 2

THE TOTAL CURRICULUM

Having recruited our students, our second object was to prepare them as well as possible, and in so doing, test the profession's assumptions about what constitutes relevant and productive education for public library service to the disadvantaged and the feasibility of teaching the basic skills of librarianship at the master's level while focusing upon the needs of a special group. As a faculty, we reconsidered and rethought every course in the core curriculum as well as all relevant electives, in terms of their content and method. In addition to restructuring each of these courses, we also developed a new reference sequence and two new courses, "Program Planning for Librarians", and "The Reading, Viewing, Listening Interests of Inner City Adults, Young People and Children." We also developed a different approach to field experience, in which students were to be placed not in libraries, but in social agencies.

For each course we produced a clear statement of objectives, course content and requirements, and an evaluation instrument. All courses were highly interdisciplinary, and two of them "Libraries and Cultural Change" and "The Public Library and the City" were team taught by a sociologist and a librarian.

In order to make it possible to experiment with a variety of time frames, the institute students were kept together in one section throughout the program. In this highly structured situation, individual interests were recognized only in the choice of field assignment,in the final individual research project, and in assignments within each course.

Table II

Outline of Courses and Schedules

Fall Quarter, 1971 - 14 credit hours

Libraries and Cultural Change - 4 credit hours
2 1/2 hours, Monday - Friday, 5 1/2 weeks

The Public Library and the City - 4 credit hours
2 1/2 hours, Monday - Friday, 5 1/2 weeks

Basic Reference - 4 credit hours,
2 hours, twice a week, 11 weeks

Program Planning for Libraries - 2 credit hours
2 hours, once a week

Winter Quarter, 1972 - 14 credit hours

Technical Processes - 4 credit hours
2 hours, twice a week, 11 weeks

Advanced Reference - 4 credit hours
2 hours, twice a week, 11 weeks

Reading, Viewing, Listening Interests of Inner City People - 4 credit hours
2 hours, twice a week, 11 weeks

Program Planning for Libraries - 2 credit hours
2 hours, once a week

Spring Quarter, 1972 - 14 credit hours

The New Technology and the City's Information Needs - 4 credit hours
8 hours - Monday - Friday, 3 weeks

Supervised Field Work - 8 credit hours
40 hours, 7 weeks

Program Planning for Librarians - 2 credit hours
2 hours, once a week

Summer Quarter, 1972 - 4 credit hours

Master's Essay - 4 credit hours
    Individual Research - 5 1/2 weeks

Total Credit Hours = 46

The regular library science programs at Wayne State University contains a core of 25 to 29 quarter hours, required of all students regardless of their specialty by library type and function. This core, as in most library education programs, is conceived to provide instructed in the basic skills and insights of librarianship course intended to orient the student into the library profession and courses in technical services, basic reference, two of three courses in advanced reference and bibliography (in humanities, social sciences and science-technology) and an experience in individual research which results in a master's essay or project.

In the experimental curriculum the core was maintained, although many of the individual courses as detailed in subsequent chapters differed substantially in focus, content and method. The major change in the core was the substitution of a single course in advanced reference which cut across the humanities, social science and science-technology. Chapter five describes the philosophy behind this new approach to reference as well as its content and method and an evaluation of its effectiveness, written by Mrs. Miriam Larson, the course coordinator.

In the regular graduate library science curriculum, candidates supplement the core with a series of electives, some of which may be in graduate study outside of library science. In the experimental curriculum there were no electives. All students, in addition to the core, enrolled in courses on "The Public Library and the City", (a variation of "Public Library Systems and Services"), "The New Technology and the City's

Information Needs" (a variation of "Documentation"), two new courses, "The Reading, Viewing, Listening Interests of Inner City Children, Young People and Adults" and "Program Planning for Librarians." In addition, the students spent most of the spring quarter gaining field experience in social agencies of the city, and all of the summer half quarter engaged in individual research, focused where possible upon the positions to which they were going.

The experimental curriculum was based upon the assumption that librarianship is of its nature interdisciplinary, and that a viable program of library education must tap the insights of social work, sociology, education, political science, public administration, economics, law, and other disciplines. Acting upon this assumption, two half-time co-directors for the institute were appointed from Wayne State's Center for Urban Studies, Michael Springer with a background in sociology and Robert Holland, a political scientist. These two men were invaluable in counseling. the students, in recruiting and orienting lecturers from other disciplines and in guiding the students to grass-roots agencies and organizations in the city. To prepare themselves for the program, both men read extensively about libraries (they found library literature thin), visited public libraries in the Detroit area, and spent long hours discussing library problems with the institute director and the other members of the library science faculty. Correspondingly, members of the library science faculty, especially the institute director, spent considerable time learning from the two co-directors the assumptions, methods, central issues and emerging trends in their fields.

Although sociologists commonly do not presume to understand chemistry, for example, and most economists do not concern themselves with physics, nearly all scholars have used libraries, and have thus formed their own conceptions and mis-conceptions about them. The two co-directors interpreted for us what our colleagues from other disciplines needed to know about libraries in order to adapt their own insights to the problems of library science. With our co-director's help, we developed a two page summary fact sheet on The American Public Library, 1971, which was given to all instructors and lecturers from other disciplines. This document, with its accompanying page of suggested readings, along with some individual discussion, usually over lunch, about libraries in general, and the program in particular, constituted the orientation of our part-time faculty. In addition, all persons associated with instruction in the institute, either for a single lecture, a series of lectures, or a course, librarians, and non-librarians, were provided with a summary of the original proposal, detailing our assumptions, purposes, objectives and activities, and an outline of the specific course, with which they were associated. They also were given a roster, containing a little information on the experience, background and expectations of the students. Copies of these documents may be found in the appendix.

How effective were these efforts at orientation into the library profession and into the program? As might be assumed, they varied with the insight and dedication of the recipient. One practical problem which will continue to face library educators who wish to facilitate cross-over from other disciplines is that faculty devoting a minor part of their time to teaching library science students frequently will not and/or cannot devote a significant amount of time to learning about libraries. The traditional alternative of encouraging library science students to elect courses in other related disciplines - sociology, economics, political science, public administration, computer science, literary criticism, business administration, etc., also encounters problems: (1) there are too many related fields to enable an exposure in depth within the scope of one master's program; (2) students frequently do not have the undergraduate preparation in all fields necessary for enrollment in graduate courses; (3) students commonly do not have the academic and/or experiental background in library science required to make a creative cross-over from the insights found in the other disciplines.

For all these reasons, it seems necessary to develop patterns of team teaching with faculty from other disciplines, within the library science curriculum.

In Wayne State's experimental curriculum we attempted to introduce other disciplines in two ways - by means of guest lecturers oriented as above, who offered one or a series of lectures, and by means of course-long, day after day, intimately meshed team teaching. Both devices were moderately successful - both taught us that there is a great deal more to the interdisciplinary approach than the willingness to pursue it. We learned that it requires a major investment of time from both the library educators and faculty from other disciplines, if a unified, unconfusing instruction is to be offered. Each discipline has its own structure, its own language, its own almost unverbalized assumption, and for the student to absorb and adapt these to librarianship which is in itself a new field for him, requires a major intellectual effort. Most students perhaps all students need a great deal of help to make this cross-over. Attacks of intellectual indigestion were not uncommon among the institute students; and indeed among the faculty during our experimental year, although the consensus was that our efforts were stimulating. In three courses, the "Advanced Reference," "Libraries and Cultural Change", and "The Public Library and the City", we made our most extensive efforts at an integral interdisciplinary approach. What we did, and how effective we were, and what problems we encountered, will be detailed in subsequent chapters. One perhaps seminal discovery Michael Springer and I stumbled upon was that we really began to function as a team, and to understand each other's disciplines only after we began to plan research together.

A fairly detailed description now follows of the purpose, objectives, content and method of each course in the experimental curriculum, with recommendations on what we would retain and what in future should be done differently.

The arrangement is chronological, by quarter, as the experiences were presented to the students.

CHAPTER 3

LIBRARIES AND CULTURAL CHANGE

This four credit hour course met five mornings a week, during the first five and one-half weeks of the fall quarter, and was a substitute for the required core course "Introduction to Librarianship". It was an experiment in integral team teaching by Michael Springer, a sociologist and Genevieve Casey, a librarian, and a test of whether it is beneficial to provide students with an intensive, concentrated daily class exposure of five and one-half weeks rather than the traditional, two hours, twice a week, 11 week pattern.

The general purpose of "Libraries and Cultural Change" was: to provide students with a perspective to think about the library in a changing social, economic, technological, and political context, and the library as a social agency, modified by and contributing to social change.

Specifically, we hoped:

1. To orient students into:
    - A. The experimental curriculum - its purpose, content, methods, schedules, requirements
    - B. The city
    - C. The library profession

2. To weld the group into a cohesive, cooperative learning group and to give them awareness of the dynamics of group interaction.

3. To give students understanding of communication, its structure and function.

4. To give students understanding of communication, its structure and function.

5. To give students insight into the history of libraries - ways in which they have traditionally responded and contributed to the political, social, economic, religious milieu, how libraries are effected by technological change.

6. To give students understanding of the library as it exists today, its structure, variety, major issues and trends.

7. To give students awareness about how other disciplines are responding to social change.

8. To introduce students to the social agencies to which they would be attached in the spring quarter.

The students first experience was a get acquainted day in which they met each other, the institute staff, university officials and members of the Library Science Student Organization. They were given an orientation into the university library and encouraged to avail themselves of cultural opportunities on the campus and in the city. We discussed the total program, techniques to evaluate it and invited the 20 students to share something of their backgrounds and expectations for the year with each other and with the library science faculty.

For the remainder of the first week, Dr. Robert Smith, Director of the University Center for Adult Education, introduced the students to participation training. His purpose was to weld the participants into a cooperative, cohesive learning group and also to give them awareness of the dynamics of group interaction, needed for working with community groups.

Dr. Smith's analysis of what he attempted to accomplish in this segment, and what happened as a result is included in the appendix.

In the remaining four and one-half weeks, the students were given their first exposure to the city, by means of field trips to the Detroit Public Library (Main Library, Municipal Reference Library, an inner city branch and several store fronts), the Ford Rouge Plant, a Common Council Meeting.

They were encouraged to read widely from an extensive bibliography on The Force and Influence of Change on American Society. Using these readings as a springboard, Michael Springer and Genevieve Casey conducted lecture-discussions on such subjects as communication, its function and structure and the library as one communication agency, the industrial and post-industrial world, creative response to a changing world by other professional associations and by the American Library Association, how libraries have traditionally responded to the political, social, economic, religious milieu, libraries as they are effected by the new technology, the importance of non-book media, the role of libraries in a society in revolutionary change, how other disciplines respond to, contribute to, and are modified by social change.

By means of films, and lectures by library leaders in the Detroit area, the students were introduced to the history, issues and trends in academic, school, special and state libraries.

Guest speakers included David Berninghausen, Dean of the University of Minnesota Library School, speaking on "Intellectual Freedom and Censorship", Everett Rogers Professor of Communication, Michigan State University on "The Diffusion of Innovation", Germaine Krettek, Director of the American Library Association Washington Office on "Libraries in the Political Process", David Wineman, Professor of Social Work, Wayne State University on "Advocacy and the Ethics of Responsibility", and Eugene Brook of Wayne State's Institute of Labor and Industrial Relations, and Jesse Christman of the Detroit Industrial Mission on "The Industrial Environment - It's Effect on Attitudes toward Learning and Education".

To share the wealth of the institute with the regular student body, and also to bring the institute students into contact with all of the library science students and faculty, we opened most of our guest lectures to all our students. The institute students were asked to prepare for the guests by reading on the issues to be discussed and by writing a series of questions which opened the general discussion period following each lecture.

During the last few days of the course, directors of the various social agencies to which the students were to be assigned for field work in the spring quarter, visited the class and discussed the role, scope, problems and activities of their agencies. By the end of the fall quarter, students were asked to choose the three agencies which they would prefer.

As an assignment for this diffuse orientation course, each student was asked to write a paper on the major trends and issues facing the library today. The purpose of the assignment was to help students to focus all the scattered ideas to which they had been introduced and to familiarize them with library literature. In addition, all students were asked to read as background information, the article on "Libraries" in Americana Encyclopedia and Libraries at Large, the report of the National Advisory Commission on Libraries.

The final exam consisted of three questions:

1. What new insights have you gained during this course about cultural change and the shape of the social revolution?

2. What issues raised do you want to explore further?

3. In terms of its history and present development, discuss the library as (1) an agency which is shaped by its social, political, and technological environment, and (2) as an agent of, or impediment to change.

At the final session of the course, the students were asked to evaluate their experiences, both in terms of context ("Were the objectives clear, were they appropriate to your level of education and experience, were they appropriate to your preparation to be public librarians working with the urban disadvantaged") and in terms of course strategies.

In general, 17 of 20 students (85%) found the objectives of the course clear and appropriate to the level of their own education and experience, although five students did not feel that the objectives were appropriate to their preparation as public librarians serving the urban disadvantaged. Since we did not ask the students to sign their evaluations, it is not possible to know whether these five students were those with library experience. Thirteen of the 20 students (65%) felt that the pace was too fast, and 15 of the 20 would have welcomed more examples to illustrate the concepts being presented.

In general, the students found the weaknesses of the course to be:

1. Too much material in too short a time, with insufficient discussion to clarify and relate.

2. Too open-ended and unstructured an approach, which seemed confusing.

3. Too little emphasis upon the disadvantaged.

4. Too concentrated, with meetings every day. Some felt that team teaching was "bad news" - others found it stimulating (six students rated the team lecture "very exciting and important.") , ten "somewhat useful and interesting", four "confusing and of doubtful value." Fortunately, no students found the team presentation "boring and useless" or impossible to remember.

The students found the major strengths of the introductory course to be its:

1. Emphasis upon political, economic, social issues and their relation to libraries.

2. Participation training, with fostered group cohesion and freedom of expression.

3. Variety of learning experiences - lectures - field trips - reading, discussion, etc.

4. Great quantity of ideas.

On the basis of the students' reactions and our own observations, our recommendations for a future introductory course would be:

1. Arrange for one week of orientation into the library science program, including participation training and after this, meet two hours twice a week for 11 weeks in the traditional pattern.

2. Continue to use the bibliography (updated) on The Force and Influence of Change on American Society, perhaps arranging non-credit seminars once a month throughout the academic year, to discuss the readings and apply them to librarianship.

3. Continue to emphasize political, economic, social issues and their relation to libraries, introducing a little more structure, but maintaining the open ended no-easy-answer approach.

4. Reduce the number of guest lecturers and increase the time for class discussion.

5. Improve the techniques of team teaching. We found it less confusing to the students if the sociologist and the librarian lectured on alternate days with both participating in the discussion each class period.

Since the institute ended, the core "Introduction to Librarianship" course in the regular curriculum has been changed to allow for a once a week two-hour orientation at the beginning of the student's program, and a three-hour seminar discussion on "Issues in Librarianship" toward the end. Some of the above recommendations may be implemented in this shift of structure.

CHAPTER 4

THE PUBLIC LIBRARY AND THE CITY

An adaptation of an elective course on "Public Library Systems and Services", "The Public Library and the City" was another highly concentrated, intensive course which became a continuation of "Libraries and Cultural Change". It too met five mornings a week, during the second five and one-half weeks of the fall quarter, and offered four credit hours.

The purpose of the course was to give students understanding of:

1. The urban system - official and unofficial.

2. The urban poor and the agencies which serve them.

3. The urban public library - its history, current problems and future prospects, its service to the poor.

4. Tools for decision making and planning for urban library services.

In addition to acquainting the students with the public library in perspective - its history as an urban agency of acculturation, the library today, its users and non-users, the library as one instrument for metropolitan communication, its legal and financial structure, the public library in relation to other libraries, regional systems, state information networks, school and academic libraries, and public library experiments with new patterns of service to the disadvantaged, the course was designed to give the students exposure to the city. Such highly knowledgeable persons as the president of the Detroit Common Council, the chairman of the Detroit Charter Committee, and a former comptroller of the City of Detroit discussed with the students the changing structure of cities, trends in urban politics and government and their implication for libraries, trends in urban fiscal policies.

The two co-directors of the Institute, Michael Springer and Robert Holland, and other Wayne State University faculty associated with the Center for Urban Studies discussed with the students such questions as the poor, who are they? why are they?, the poor and Model Cities; the organization of the city, official and unofficial, regional, city-wide and neighborhood; ethnicity and the new pluralism; violence, social disorganization, alienation and its implication for libraries; and working within the bureaucratic structure.

To highlight the public library's response to the urban environment, the students received first hand reports from Keith Doms, Director of the Philadelphia Free Library and then President of the American Library Association, from James Rogers, about the Cleveland Public Library, and by telelecture, from selected members of the Los Angeles Public Library staff.

Three minority people who came from Model Cities neighborhoods, and who represented their neighbors on community councils, met with the students to share their perspectives on the city.

The students were asked to read materials about the city from the bibliography on The Force of Social Change and books and articles recommended in a Bibliography on the Role, Function, Objectives and History of American Public Libraries. They divided into six teams of three or four to prepare and deliver class reports on the following subjects:

Public Library Service to Disadvantaged Children; Public Library Service to Disadvantaged Young Adults; The Public Library Inquiry; Public Library Systems in the U.S. (The study conducted by Charles Nelson Associates for the Public Library Association); Emerging Library Systems (The study of the New York Public Library Systems); Overview of LSCA (An evaluation conducted in 1969)

An open-book, take-home exam completed the course. Each student was asked to respond to the following situation:

"You are a consultant hired by the Detroit Public Library Commission to do a policy memorandum making recommendations on how the Detroit Public Library should improve its services to the disadvantaged. Using the insights you have gained in this course, make recommendations on budget, legal and administrative structure, community relationships, relationships to other libraries, staffing policies and programs."

The student's evaluation of the second five and one-half weeks did not differ significantly from their reaction to the first part of the quarter. Again, there was too much to learn and not enough time to digest it. Depending upon their background, temperament and intellectual competence, the students were variously stimulated or overwhelmed.

The "Public Library and the City" was a course which would be impossible to replicate without special funding, since it brought to the campus top-level people who could not be expected to give of their time without compensation. There was enough highly relevant material to have warranted a sequence of at least three four-hour courses. Planning for such a sequence designed for students wishing to specialize in public libraries is now underway at Wayne State University. The new sequence will need to have a little less about the urban poor and the city, and a little more about suburban and rural library systems, about the various "public" or target groups of the public library, and about alternate futures for this changing institution.

CHAPTER 5

THE REFERENCE SEQUENCE

by

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Scope and Content

In conceiving and structuring a reference sequence designed to prepare librarians to serve the urban disadvantaged, a careful identification of the dimensions needed to build into the learning experience was of primary importance. Reference service in its total connotation, and the urban disadvantaged situation in its complexity and multiple needs, constitute a complicated interaction where little real pattern of satisfactory work exists. It was therefore necessary to choose with discrimination those concepts and experiences which would facilitate preparing librarians who could become truly flexible and functional in the reality of the urban need.

Since the content scope comprised the total span of knowledge and information as represented by the literature of the humanities, the social sciences, and science and technology, it was felt that this span should be presented as a continuum with an appreciation of its overlapping, melding and shared characteristics as well as its areas of special and peculiar knowledge. The plan was, in brief, to treat reference as a horizontal as well as a vertical process, particularly when viewed in relation to complex social situations. The length of time, two consecutive quarters, was felt to be minimal but all that could be reasonably allotted within the confines of a one year program and it was believed that a functional reference basis could be effected in that period.

The components identified as being basic and intrinsic to the avowed purpose of preparing librarians who could act as effective intermediaries between information and knowledge, and the urban disadvantaged were essentially as follows:

1. To sense the continuum of knowledge from the humanities through the social sciences and science and technology.

2. To identify characteristics of that continuum which indicated where information would be lying.

3. To determine how the nature of the knowledge would influence its encoding.

4. To understand how the nature of the discipline and the manner of encoding influence organization for retrieval.

5. To become familiar with major bibliographic tools and techniques of retrieval, both general and subject.

6. To become acquainted with the process of search and how this related to the continuum of knowledge, its encoding and the bibliographical organization for retrieval.

7. To relate this all to the potential effectiveness of a librarian as the intermediary between the need and the means of satisfaction, particularly in those situations where the persons with the need are unaware of the means for satisfaction and unequipped to perform a rewarding search for information.

8. To point up the capacity of the literature to support a variety of searches generated as an outgrowth of situations in real life.

9. To acquire a sound sense of the service dimension of librarianship and its implementation in reference work and communication.

10. To implement and refine the foregoing through discussions, presentations, assignments and field observations.

Statement of Purpose and Objectives

To acquire a sound sense of the service dimension of librarianship and its implementation in reference work and communication.

To understand the relationship between the nature of a body of knowledge, the way that knowledge is generated, and the way it is communicated.

To sense the breadth of the spectrum of existing knowledge in the humanities, the social sciences, and in science and technology in order to understand the interrelatedness of information and knowledge from all fields and the necessity for multi-faceted thinking and search in order to meet the reference needs of today's complex society.

To learn how the forms of bibliographic organization which have been devised to store and retrieve information can be used to provide access to particular fields and areas of knowledge, and to identify pivotal bibliographic reference tools which exist to implement this organization.

To become aware of the interdisciplinary nature of the knowledge which is required to meet special information needs and to recognize the attendant necessity for utilizing bibliographic apparatus in many areas and of many kinds to adequately supply the information for a particular need.

To learn to analyze the informational needs of persons and groups in order to satisfactorily locate and supply the particular combination of information which will satisfy a given need.

To particularly relate this to the information needs of the urban disadvantaged and the agencies serving them and, in so doing, to recognize the inadequacies which exist in the bibliographic control of many of the communication channels of significance to the disadvantaged and their situation.

Methodology

It was recognized that the traditional library has not been particularly effective in a situation such as that of the urban disadvantaged. It was also recognized that part of this lack of relevance could well be attributed to deficiencies in what we have felt could and should be made available for retrieval and, therefore, for which we have generated means for retrieval. Basically, however, the backbone of our bibliographic control is sound, functional and necessary for maintaining access to the mass of material of all kinds which forms the world of information. Reason dictated, therefore, that the existing system must be understood, if only to depart from it. The intent of the reference courses was to develop good librarians with the basic skills of librarianship at their command and with an awareness of how these skills could be made to work in tune with social change and development.

The first half of the reference sequence, designated "Basic Reference", was therefore taught quite traditionally focusing on the dimensions of the reference function: its responsibility to serve its public; the way in which librarianship organizes materials for access (bibliographies, indexes, handbooks, directories, etc.) the pivotal general reference tools and their use. Every effort was made to develop a sound knowledge and appreciation of reference as a firm, workable base for later extension in the second half of the sequence. The instructor was the director of an excellent public library who is also on the part-time faculty of Wayne State University and the emphasis was on developing a working, practical acquaintance with reference in its professional setting.

In the "Basic Reference" class, discussion was focused particularly on how the librarian can sense and respond to the needs of users, and how the students could interpret and translate this into the needs of the particular public whom they identified as the disadvantaged, whether the urban black disadvantaged, the Chicano population or other groups with special problems. Laboratory exercises were oriented with special emphasis on materials and subjects which are a part of the immediate scene. Rather to the surprise of everyone, this proved to be a relatively easy translation and communication to make, the students quickly identifying and pointing out where the process of reference could be very relevant and potentially rewarding to the particular user groups with which each was most closely concerned.

Advance Reference

The methodology adopted for the presentation of the "Advanced Reference" course was more complex and consisted of a multi-dimensional, multi-disciplinary, and multi-person approach designed to expose the students to as great a faceting of learning as possible. To achieve this the responsibility for reflecting the nature, generation, communication, texture and subject scope of the literature was divided among professors from representative faculties and disciplines in the College of Liberal Arts. They represented among them the humanities and fine arts, the social sciences, and the pure and applied sciences.

Responsibility for correlating the corresponding bibliographic control at the command of the reference librarian was handled by members of the library science faculty in their respective bibliographic specialties - humanities, social sciences, science and technology.

Coordination of the total instructional project was the continuous responsibility of a member of the library science faculty who planned the program, attended all sessions, and was in constant contact with the students. Balance sessions which could be devoted solely to relating the inter-disciplinary and bibliographic aspects of the course content with each other, and with the urban disadvantaged situation, were regularly inserted.

Major correlating laboratory assignments were given which necessitated using the bibliographic and reference facilities of the Wayne State University Libraries and the Detroit Public Library. These were designed to make the developing concepts, reference information, and technique of use of reference tools into a functional whole. Their purpose was to develop the ability of the students to actually identify, locate and retrieve information, (1) in different disciplines, (2) across and within disciplines, (3) for a variety of purposes, (4) in a variety of ways, (5) using various forms of bibliographic organization, (6) at varying levels of sophistication.

The timing of the various presentations, discussions, and assignments was balanced in such a way as to develop a gradual, natural and valid set of interrelationships between the nature of the literature, bibliographic control, technique of use, the reference function as exercised by the librarian, and the practical realities of the urban disadvantaged as the focus of the effort.

A great deal of latitude was given to each visiting lecturer to reflect his own discipline as he saw fit, hoping in this way to avoid distortion in interpretation and to establish a direct student/discipline communication. A thirty minute discussion period was part of each such session during which time the students were free to ask any question or challenge any point. This they did quite actively.

The final session was in the form of a seminar for which each student prepared a written brief of the concepts which had been developed concerning the reference function, its implementation via inter-disciplinary relationships, its exercise through the bibliographic control available, and its relevancy to the urban disadvantaged situation. All students contributed, both in oral presentation and in challenge.

This methodology was based on the premise that students enrolled in a graduate program, particularly those who have been selected because of genuine commitment, are prepared and able to exercise independence in study, concept formation, and expression; that, given the opportunity for such independence and such support as is individually necessary, they can arrive at conclusions and modes of application derived from the ingredients of the reference situation; and that they can indeed form generalizations capable of application to diverse situations and requirements, thus enabling them to perform flexibly and effectively in the area of retrieval of information for particular needs.

The methodology was also based on the assumption that knowledge is dimensional and not flat; that if we can understand how information is generated, communicated and organized we can begin to act as intermediaries between knowledge and the people needing it; that if the structure of a field, plus the place of that field in society, can be sensed, we can find our way around that field, using the bibliographic access tools at our disposal; that there is a difference in the kinds of questions which each discipline asks about the same situation; and that part of librarianship is being able to see and mediate these multiple reflections.

Our paradigm was essentially:

USING AVAILABLE RESOURCES
to
INDICATING A PATH - SATISFY AN INFORMATION NEED
by means of
VARIOUS FORMS OF BIBLIOGRAPHICAL COMMUNICATION

Some most interesting approaches were taken by the various lecturers as means to achieve the "feel" of what a discipline would generate as literature, this being the literature to which the librarian would later apply bibliographical control and from which information would be withdrawn.

David Fand, Professor of Economics, used the current stabilization policy to demonstrate how economics generates information, affects political decision making, and influences the situation of special groups. Charles Hurst, President of Malcolm X College of the City College of Chicago, discussed innovative educational ideas, particularly as practiced at Malcolm X Campus, with a primarily black disadvantaged student population. Emily Newcombe, Professor of Literature, reflected literature as an expression of human situation and emotion through a group of readings and interpretations. Robert Hazzard, Professor of Speech, placed drama in the context of communication via a reliving and learning experience which expresses needs and longings in the human and current situation. Reuben Meyer, Professor of Community Medicine, placed medicine in its sociological setting and suggested how librarians could innovatively facilitate getting medical information to the people who need it. Morton Raban, Professor of Chemistry, demonstrated how a scientist thinks and uses the scientific method to generate data and explain nature, and later to develop materials which affect the social situation. Patricia Knapp, Professor of Library Science, developed the essential role of the library as an institution which should sense the nature of the materials which it encompasses and develop the capacity to match those materials with the questions to which they address themselves in varying ways.

Assignments

In the "Basic Reference" course the assignments were designed to acquaint the students with the organization and techniques for using major pivotal bibliographic reference tools. The exercises consisted of relatively short and simple problems which would reward an effective search with a reasonably satisfying "answer." Parallel class discussion laid the groundwork for the more complex concepts to be developed in the "Advanced Reference" course. The purpose was to be able to assume, by the end of the first quarter, that the format of both direct and indirect reference sources was familiar and usable.

The assignments in the advanced course were structured to build upon this basic competency but to expand this familiarity into viable concepts of information generation and communication; compilation, consolidation and reprocessing; search and retrieval across disciplines, and vertically into disciplines.

Four specific goals were identified as being necessary components of flexible and adequate search and retrieval and therefore deserving of particular emphasis:

1. To learn how the bibliographic chain of primary communication, consolidation and basic access tools is repeatedly demonstrated in various disciplines - the "tracking system", and "information transfer chain" (the organizing bibliographic structure.)

2. To learn to use the bibliographic organization and chain to find "pieces" of information included in a total literature (to break the literature down, the bibliographic search process.)

3. To learn how "bits" of data are amalgamated into a literature to form a cohesive whole (literature generation.)

4. To develop a concept of the total inter-relatedness of knowledge - through time, across disciplines and by means of multiple bibliographic control - which is needed to effectively explore the knowledge about the human situation which has been communicated and is currently being communicated (correlation of generation - organization - search with an interdisciplinary body of knowledge.)

Assignment No. I focused upon a survey of the specific structure of bibliographic control of one of the social sciences which appeared to have particular pertinence during the spring quarter. The survey was to be presented in such a way as to lay out the main reference access to the chosen discipline and to constitute a "guide" oriented approach to "thinking-into" the discipline.

Assignment No. II built upon the reference knowledge acquired in No. I and applied it to an actual search for information concerning a topic of interest, chosen by the student, which found exemplification in the humanities literature and which either had its roots in, or spoke to, the situation of the urban disadvantaged. This could be folk music, an art form, an author or dramatist particularly aware of the current situation or some other facet of the humanities. The result was to be a specific and focused bibliography which demonstrated the potential for actually locating particular materials. Great flexibility was allowed in choice of subject.

Assignment No. III gave each student an abstract, with specific science/technology focus, which had relevance to the current situation. The charge to the students was to indicate how this particular abstract could find its way into the science/technology bibliographic communication and control system. This was to include indications linking it with past research, current research, meetings and conferences, and eventual reporting in both the scholarly and lay literature. The emphasis was empirical. The presentation could be in any form - essay, outline, graphic - but should be marked by lucidity and clarity.

Assignment No. IV was designed as an interaction seminar to which each student would contribute the particular insights and understandings which he or she had developed during the total reference sequence. Its purpose was not only to correlate but also to challenge the bibliographic system as it exists. Each student came prepared with an outline of his own conclusions and questions, all attended, and all participated. The result was a lively, variously stated, and frequently divergent expression of observations, analyses and challenges to conclusions, which served to pool and to blend the experiences of the two reference courses and of the various participants.

A group of handout items accompanied the various units and assignments and included a statement of course purpose and objectives, selective bibliographies and reference tools in the humanities, social sciences and science/technology, graphic depictions of bibliographic search as a flow and a process, a basic reading list, specific assignment sheets to guide the laboratory work, and such illustrative materials as individual inter-disciplinary speakers contributed.

EVALUATION

Faculty Evaluation

It was the considered opinion of the staff that the reference sequence had indeed fulfilled its objectives, as stated at the beginning of the sequence. The students had learned to handle retrieval problems across disciplinary lines, had sensed the need for flexible thinking and the imaginative use of bibliographic apparatus, and were confident of their ability to supply positive and relevant support in the urban disadvantaged situation.

It was felt that the course would have profited by a longer time span in order to allow the students to translate their learning and experiences into specific practical applications for the benefit of a social institution and its clientele. This would have acted as a reinforcement of the entire learning process and also have relieved much of the pressure of "time" as a limitation.

The use of lecturers "from discipline" seemed to have been warranted by the results achieved. It probably would have been advisable to exercise somewhat more direction in orienting speakers to the course purpose and to selecting speakers with patently dynamic deliveries.

Student Evaluation

In both instruments the course was rated "very good". The teaching was also rated "very good" in flexibility, interest, stimulation and student relationships. The sequence and organization of the course was considered desirable. The pace of instruction was considered to be too fast, the desire being for additional examples and problems to clarify and develop concepts.

Direct student comment was invited as to strengths and weaknesses of the course and suggestions were made with apparent candor. The major strengths consistently cited were: (1) the interdisciplinary approach; (2) the class discussion periods and correlation; (3) the assignments, as learning through independent research; (4) the style and manner of presentation of the course, this latter apparently encompassing the preceeding more specific aspects. Also mentioned were the use of lecturers for "feel" of disciplines.

The major weaknesses were very generally equated to be: (1) the time limitation built in by the pace of the total program which prevented development to the extent the students would have liked and (2) the fact that some of the lecturers did not seem too rewarding (others were rated good to excellent.)

Recommendations

In the last analysis, the advantages and benefits of the approach were judged to far outweigh any other factors. It was the belief that the time-related sequence of interdisciplinary learning/experiencing/correlating/performing should be built into future programming as a very positive learning experience. We believe that it is not only very relevant to the need for reference adaptability and a wide-angle view of the urban disadvantaged situation but that it would also add dimension and depth and flexibility to the preparation for reference excellence in regularly scheduled programs in education for librarianship. Refinements and extensions could and should be made, but we feel that the primary assumptions, approach and methodology were validated and are well worth the effort involved.

Two instruments were used to gauge student evaluation of the course and of the teaching: The McKeachie "Student Opinion of Teaching and Course" (Wilbert J. McKeachie, "Student Ratings of Faculty," AAUP Bulletin Vol. 55, 1969, 439-444), and the same instrument which had been designed and used for evaluating the other courses in the institute. In each case, the responses were translated into mathematical equivalents wherever possible in order to have an adequate basis for correlating responses.

CHAPTER 6

TECHNIQUES OF PROGRAM PLANNING AND ADMINISTRATION

by

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As part of the institute for graduate students on "Public Library Service for the Urban Disadvantaged", the staff of the Division of Wayne State University's Department of Urban Extension was asked to develop and conduct a course in the "Techniques of Program Planning and Program Administration." The course was conducted over a two quarter period. As the practicum phase of the instruction, the students planned, conducted and evaluated a three day seminar on public library service to the illiterate adult, open to the institute participants themselves, alumni, faculty, students enrolled in the regular library science curriculum at Wayne State University, and practicing librarians and library administrators in the Detroit Metropolitan Area.

The course objective was to present to the specially selected students in library science the role of the librarian as educator, change agent, and community program planner. The assumption was that the library should be not only a storehouse of literary and educational resources, but a community and people related center.

After meetings with the Dean of Urban Extension and the extension staff, it was decided to focus the first quarter's class on the role of the librarian as educator and the techniques important to the development of programs for adults. the following quarters would concentrate on the techniques of program implementation and administration. An outline was prepared detailing the course objectives and curriculum segments and approved by both the Dean of Urban Extension and the Department of Library Science.

As this was a new and innovative program, there were no texts readily adaptable to the course. Extensive library research was conducted and selected bibliographies were prepared to focus on course segments. In addition, attention was given to publications of the Adult Education Association and unpublished material used in professional seminars conducted by the Conference Division of the National University Extension Association.

The first quarter introduced such topics as:

1. The history of library involvement in adult education and community service programs.

2. Adult learning theory -- characteristics of the adult learner; characteristics of the disadvantaged adult learner.

3. Basic steps of program development.
   a. The analysis of program need
   b. Programming by objectives
   c. Analyzing and testing objectives
   d. The identification of human resources related to program objectives
   e. Program research and writing
   f. Evaluation techniques - objectives as a prelude to evaluation

4. The librarian's role in adult education.

In the first quarter, in addition to the lecture/discussion sessions, the students met in laboratory sessions which divided the class into groups by function. The functions were:

1. Research and materials gathering

2. Audience survey development

3. Program planning and objective writing

4. Instructional method development; including specific identification and selection

The laboratory groups prepared bibliographies, studied, discussed and reported back to the class as a whole. The students were given assignments in the writing of program objectives using learning theory and other educational techniques. They developed in the first quarter many hypothetical programs that could be used by librarians in public service to the urban disadvantaged, before focusing on the illiterate adult seminar.

It was thought in the first quarter that the best technique would be to use the distinguished lecture approach which was found effective both in the conduct of residential conferences and professional seminars. However, in this case it did not prove satisfactory as it segmented the instruction, making organization of the course content difficult for students being first introduced to this area of library concern. It was decided in the second quarter to use the single instructor approach.

The subsequent quarters concentrated on the administrative and program management phases in accordance with the following outline:

1. Group and organizational characteristics -- discussion of types of groups; voluntary organizations, member attitudes and techniques of community survey.

2. The planning and running of conferences and seminars; the techniques used by adult educators and community leaders in designing and implementing programs. Organization of programs, check lists and other methods found successful.

3. Definitions and terminology used in program conduct.

4. Good meeting practices.

5. Evaluation techniques -- discussion of the instruments and statistical techniques of program evaluation.

6. Group discussion techniques -- Participation, Sensitivity training, T-groups, Brain storming, Consensus processes, Role playing, etc.

7. Audio visual and media techniques -- the development of A-V materials from those that can be self made to the use of sophisticated video tape and instructional learning machines as they relate to programming in the library.

8. Budget and financing community service programs. Discussion of techniques for financing programs from no budget, low cost programs, to the highly budgeted type programs. Discussion of fund raising, grantsmanship and proposal writing.

9. Publicity, public relations and information techniques -- promoting library programs to interested groups.

In order to provide the students with a laboratory to practice their program planning skills, a three day seminar was scheduled in the spring on Public Library Service to Functionally Illiterate Adults. The seminar was open to library science students and faculty and to public librarians in the Detroit area.

The class was divided into five groups to work on projects related to the seminar, such as preparing bibliographies of print and non-print materials available for use with illiterate adults, arranging exhibits, developing publicity, planning and leading discussion groups and devising techniques for evaluating the seminar.

In addition to providing the institute students with an opportunity to learn by doing, objective of the three days were to inform attendees about the functionally illiterate adult and his characteristics, research about non-reading adults, materials available for them, public library services and programs for illiterate adults as well as basic adult education activities offered by schools and other community agencies.

The following resource people delivered papers at the seminar, and aided the participants in development of guidelines for public library service to functionally illiterate adults:

David Alexander, Instructor GEDCO, Inc., Dearborn, Michigan

John Axam, Director, Reader Development Program, Philadelphia Free Library, Philadelphia, Pennsylvania

Evelyn Coskey, Extension Librarian, Kanawha, West Virginia County Library

Ann P. Hayes, Evaluation Specialist, Appalachian Adult Education Center, Morehead, Kentucky

Peyton Hutchinson, Director, Project READ, Detroit Public Schools

Helen Lyman, Director, Library Materials Research Project, University of Wisconsin

Fifty-three people attended the seminar, and proceedings were widely distributed.

In itself, and as a way to share the resources of the institute with students enrolled in the regular curriculum and with practicing librarians, the institute was highly successful. In the evaluation, conducted by the institute group, all participants, including students, librarians and faculty indicated that the material presented in the seminar should be incorporated into the regular library science curriculum.

As a laboratory, the seminar was indispenable, but created problems in timing. Programs with outstanding resource people must be planned months in advance, and this limited the degree to which the students could participate fully in the decision making, and tended to skew the sequence of course instruction.

In fall and winter quarters students were given a mid-term and final examination to assist in evaluation of their understanding of the course content.

The instructional staff felt that the students received a good basic foundation in the techniques of program development and administration. In addition, they developed an awareness of the role of the library and the librarian in the development of programs of interest to the community they serve.

Our experience in this experimental course leads us to believe that:

1. Instruction in program planning and adult education techniques is an important element in the preparation of public librarians.

2. Laboratory experience in actually planning programs is essential, but a single seminar, the planning for which must begin before the theoretical material has been presented is not the best solution. Alternatives might be the involvement of students in limited elements of several library programs and seminars. A case study method might also be used, although reality can never be totally simulated.

3. Since adult education for librarians includes so many elements, practical and theoretical, it is less confusing for the course to be taught by one versatile adult educator, preferably with library experience.

CHAPTER 7

TECHNICAL SERVICES

The Technical Services Course, along with Basic Reference differed least from the traditional courses in purpose and content, since it was felt that it was addressed to the fundamental skills of librarianship which the students needed to acquire not only for direct service to the disadvantaged, but also for the day when they might find themselves supervisors and administrators of urban public libraries.

The major difference in the Technical Services Course in the experimental curriculum, was increased emphasis upon non-print materials and upon acquisition techniques and selection tools.

In the regular curriculum, students elect one or more of three courses in the selection and evaluation of materials for adults, young people and children, where the techniques and tools of acquisition are discussed. The experimental Technical Services course attempted to absorb the additional content by using a programmed learning text in cataloging[1] with the idea that the students might learn this element outside the class structure by individual study. In the opinion of both the course instructor, Professor Edith Phillips, who is an experienced cataloger, as well as a teacher, and of the students, the experience with the programmed learning text was not successful. Many students needed class discussion in order to understand the text, and those students who did master the text alone found the class questions and discussion repetitious and boring. Neither the students nor the instructor had enough time in an already overcrowded schedule to participate in what would have amounted to another two-hour seminar outside of the regularly scheduled Technical Services class for the benefit of those unable to master the subject in individual study. If programmed texts to teach cataloging are to be used in the future, it seems evident that some screening of students in terms of their aptitude and previous knowledge, is necessary. It may be that programmed cataloging texts, which are necessarily very detailed, with heavy emphasis on cataloging rules, are suitable only for students who wish to specialize in the function of cataloging and classification.

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[1] Boll, John John J. Introduction to Cataloging. Volume I, Descriptive Cataloging. McGraw-Hill, 1970.

On the whole, with some exceptions, our "people" oriented students in the experimental group tended to resist the logic and the detail which are basic to a study of the organization of materials.

CHAPTER 8

READING, LISTENING, VIEWING INTERESTS OF INNER CITY CHILDREN, YOUNG PEOPLE AND ADULTS

"The Reading, Listening, Viewing Interests of Inner-City Children, Young People and Adults" was another new, eclectic course which met for two hours, twice a week, for the 11 weeks of the winter quarter. The students found this course one of their most useful learning experiences.

The course was designed to introduce the student to:

1. Book selection for children, young people and adults.
2. Reading problems of people for whom English is a second language.
3. Special reading problems of the urban disadvantaged child and adult.
4. Black literature.
5. The underground media.
6. The musical interest of inner city people.
7. Public library film use, and
8. Urban folklore.

Specifically, as a result of the various experiences during the course, students were expected to demonstrate.

1. Ability to evaluate print and non-print materials for inner city people.
2. Ability to review and annotate print and non-print material
3. Ability to analyze problems in the selection and evaluation of materials for the urban disadvantaged and identify possible solutions for them.

Input for the course was necessarily by several experts. There was a full six-session unit on the reading interests of children and young people, taught by Dr. Donald Bissett, Associate Professor of Elementary Education, Wayne State University, a unit on the black experience in literature taught by Casper Jordan of the School of Library Science at Atlanta University, a unit on Public Library film use by James Limbacher, Film Librarian of the Dearborn, Michigan Public Library and Penny Northern of Kansas City Public Library. Members of Wayne State University faculty lectured on reading problems of people for whom English is a second language, the reading problems of disadvantaged black teenagers, and urban folklore. A staff member from Motown Records, a large black recording business in Detroit, talked about the listening interests of inner city people (illustrated by Motown discs) and a panel of editors of underground papers introduced the students to this literature, often unfamiliar to librarians. The owner of a black bookstore shared his insights on the reading tastes of Afro-Americans in Detroit. A lecture on the bibliotherapy completed the class sessions.

Central to the learning experience of the students in this course was the assignment which required exposure to a wide variety of print and non-print material. The students worked on this assignment throughout the winter quarter. The assignment was in two parts, one involving the theory of materials' selection, the second its practice . The theoretical assignment was:

"You are a librarian in a new inner city branch. The majority of the residents in the community are black, 20 percent are Appalachian white, about ten percent are Spanish speaking, Puerto Rican and Mexican. Twenty percent of the adult residents are functionally illiterate. Twenty-five percent of the potential work force is unemployed. Thirty percent of the families are "one adult" families. There are serious problems of alcoholism and drug addiction in the area. Your materials budget is somewhat limited. Elect to be a Children's, Young Adult, or Adult Librarian."

A. Interview some representative community people about their reading interests. Write a short report on the interview and its findings. (contacts with schools and community adults were arranged by the institute staff.)

B. Divide into teams (children, young adult, adult) and develop as a team project, a statement of your materials' selection policy, using what you discovered in your interviews as well as what you learned by reading on public library selection policies. Your policy should give consideration to:

1. Priorities (print vs. non-print material, books vs. periodicals, etc., classic vs. specialized content, etc.

2. Criteria for selection.

3. Ways in which your policy is similar to and different from selection policies in other urban public libraries.

4. The objectives of public library service as reflected in professional standards.

5. Methods you would use in reaching a selection policy.

6. Factors which you would consider in formulating a selection policy.

This portion of your assignment should reflect wide reading in the problems of public library materials' selection and should be accompanied by a bibliography. Based upon acquaintance with library practice, it should be innovative and reflect your own ideas.

The practical assignment in book selection was: Elect to be a Children's, Young Adult, or Adult Librarian in the same inner city branch. Using major bibliographical and evaluation tools, as well as examining the material:

a. Children's Librarians. List the first 100 titles you would recommend for purchase in each of the following areas:

    (1) Classic children's literature and literature reflecting the black experience.

    (2) List the first 50 titles you would recommend for purchase which would be of special interest to Appalachian white children.

    (3) List the first 50 titles you would recommend for purchase which would be of special interest to Spanish speaking children.

b. Young Adult Librarians. List the first 100 titles you would recommend in three of the following areas: fiction, literature reflecting the black experience, biography, poetry, adventure, family living

c. Adult Librarians. List the first 100 titles you would recommend in three of the following areas: Literature reflecting the black experience, family living and child care, occupations, books and pamphlets for beginning adult readers, books in Spanish, books and pamphlets on drug and alcohol addiction.

Entries should have complete bibliographical information, including price. All titles should be in print. Each entry should have an annotation, indicating its content, scope, style, the authority of the author (if the book is not fiction), its point of view, its merit, deficiency, its value, its usefulness, your reason for choice.

d. Using catalogs and evaluation tools (but not previewing)

   (1) List the first 25 recordings you would recommend (annotated for the user with complete bibliographic information.)

   (2) List the first 25 films you would recommend (annotated for the user with complete bibliographic information.)

e. List the bibliographical and evaluation tools you used and evaluate them.

All students found these assignments challenging and very time-consuming, those who had limited library background, particularly so. The assignment was successful in focusing the variety of information they received from the lecturers and in helping the students to familiarize themselves with materials, as well as selection tools. Most of the students found the task of choosing so many books overwhelming and negotiated with the course coordinator to reduce the number of titles required by 50 percent.

In their evaluation of this course, requested on the last day of the 11th week, the consensus of the students was that the course had succeeded in introducing them to a wide variety of ideas, materials, and resource people, most of them relevant to their future assignment as librarians. They regretted that there was not more time to explore, discuss and digest the ideas presented to them. One student would have liked more time to master book selection tools, and another wished more input on the reading interests of inner city adults.

The strength of the course lay in its breadth, providing exposure to all media, print and non-print, and to the whole age spectrum. Since no one instructor could be knowledgeable in all the areas included in the course, it seems necessary to use many different resource people. In order to provide time for discussion and exploration of the ideas brought by the specialists, the course might well be extended over three, or at least two quarters. In a regular curriculum, content should be expanded to include instruction on:

1. The techniques of acquisition.

2. Adult basic education and the non-reading adult (this was deliberately omitted because a three-day seminar on this subject was a part of the institute program.)

3. Theories of reading and experiments in remedial work with children, young people and adults.

At some point in the curriculum, students also need exposure to the various audio-visual machines, their potential, their limitations and how to operate them. Too often, public librarians miss this learning experience which is now standard for the school media specialist, and they never really exploit the possibilities of non-print media for serving the out-of-school population. The experimental students received this instruction in a special, non-credit seminar.

CHAPTER 9

THE NEW TECHNOLOGY AND THE CITY'S INFORMATION NEEDS

A three week, 15 day, course in Library Automation conducted by Becker & Hayes, Inc. (carrying four credit hours) was offered to the institute students at the beginning of the spring quarter. Its purpose was to provide the student with a basic introduction to the new technology and its uses with emphasis on service to the inner city community.

Our aim was not to create experts in computer technology or programming, but rather, to provide students with a basic orientation upon which they could develop their own ability to evaluate the use of computers in a library context.

Planners of the institute felt that there were significant reasons for public librarians working with the urban disadvantaged to understand basic technological issues, since services which utilize or depend upon technology should be as available to the inner city as they are to any other group served by the library. We felt that the small inner city businessman and the neighborhood group in the inner city needed ready access to information networks, to cable television, to audio-visual equipment, to all of the capabilities of computer-based information services.

In addition, we theorized that the internal operations of libraries now and increasingly in the future involve the use of computers and other forms of mechanization, and that all librarians, including those who specialize in service to the disadvantaged should be prepared to utilize these technical services and to influence the decisions concerning what they should be.

Since specialists in library automation, of the calibre of Joseph Becker and Robert Hayes are not numerous enough to be available on the faculty of every library school, we wanted to experiment with the feasibility of telescoping the class contacts normally spread over 11 weeks, into three intensive weeks of instruction. If the students could learn about library automation in this structure, we reasoned, it might be possible for several universities to share the services of one team of experts.

The first week provided the participants with an introduction to technology, including computers, nonbook materials, library networks, communications technologies such as cable television, etc. The second week focused attention on one particularly significant set of technologies - those involved in data processing. It provided the participants with an introduction to the means of storing data in machine - processible form; the characteristics of punched card equipment; components of a computer and their organization into a system; the basics of programming; and the techniques for systematic analysis of library data processing needs. The third week presented the applications of data processing to library services, with emphasis on the use of MARC (machine readable cataloging) data.

Participants were asked to read and study the text. Handbook of Data Processing for Libraries by Robert M. Hayes and Joseph Becker (Wiley-Becker & Hayes, 1970) and were provided with a detailed workbook for each week of the course, which contained clear statements of purpose and behavioral objectives for each unit.

Content and schedules for the 12 units are described in Table III.

Table III

LIBRARY AUTOMATION COURSE OUTLINE

	Day 1	Day 2
Unit of Instruction	Unit 1 Introduction Review of Information Developments Librarians' Concerns About Automation Review of Professional Activities	Unit 2 Review Conversion Methods Hardware Software Personnel
Instructional Objective	To create an awareness of the many forces of change which are acting on the library environment and causing librarians to explore innovative methods of technical processing and reader service.	To recap the fundamentals of punched card and computer technology in order to refresh the student's familiarity with prior instruction; and to provide a bridge to the contents of UNITS 3-12.
Class Format	Lecture Discussion	Lecture Slides Movies Field Trip to Computing Center

Day 3	Day 4	Day 5
Unit 3 Systems Design and Implementation description analysis design evaluation Implementation Orientation	Unit 4 MARC and RECON Programs General Description MARC Pilot Project MARC II RECON The Future	Unit 5 Technical Processing Applications Acquisitions Cataloging Circulation Serials Control
To develop the sequence of steps essential to the introduction of automated systems into the Library	To secure a detailed appreciation of the standard machine-readable bibliographic record and explore its future impact on library automation programs	To investigate the effects of the computer on acquisitions, cataloging, circulation and other technical processing functions
Lecture Discussion	Lecture by MARC Specialist Workshop Exercise Coding MARC Worksheets	Lecture Slides Discussion
	Day 6	Day 7
Unit of Discussion	Unit 6 Reference and Administrative Applications Information Services Administrative Data Processing	Unit 7 Advanced Communications and Micrographics Technology Micrographics Dial Access Communications

	Day 6 (cont.)	Day 7 (cont.)
Instructional Objective	To investigate the effects of the computer on reference and administrative functions in the library	To extend beyond computers into advanced areas of new technology which are influencing automation programs in libraries
Class Format	Lecture Slides Discussion	Movies Demonstrated Equipment Discussion
Day 8	Day 9	Day 10
Unit 8 Interlibrary Communications and Networks Interlibrary Communications Networks	Unit 9a Audio Visual Materials Use of Equipment Methods of Access	Unit 9b Continuation
To determine the implications of network operations among libraries and consider how the new technology can be applied most effectively	To acquaint the student with the variety of different equipment available to the library for promoting the active use of audio-visual materials	Continuation

Day 8 (cont)	Day 9 (cont)	Day 10 (cont)
Lecture Discussion	Lecture Movies	Demonstrated Equipment Practical Use
	Day 11	Day 12
Unit of Discussion	Unit 10 Magnetic Tape Services Available to Black Businessmen Use of 1970 Census Tapes for Urban Affairs Related Data Bases	Unit 11a Basic Machine Clinic Keypunch Machines, Microfilm Reader Printers, Circulation Charge-Out Machines
Instructional Objective	To describe the contents of the US Census tapes and the methods available for extracting data of significance to urban affairs	To demonstrate how to conduct a local class that will teach young disadvantaged children how to operate selective, basic machines in a library
Class Format	Lecture Slides Discussion	Demonstrated Equipment Hands-on Experience
Day 13	Day 14	Day 15
Unit 11b Continuation	Unit 11c Continuation	Unit 12 Conclusion and Review
Continuation	Continuation	

Day 13 (cont)	Day 14 (cont)	Day 15 (cont)
Demonstrated Equipment Hands-on Experience	Demonstrated Equipment Hands-on Experience	Discussion Review

Instruction was given by Joseph Becker, Robert Hayes and Josephine Pulsifer.

It would be a pleasure to report that the experiment was a success, but in fact, it was not. The students felt that this course was their least useful learning experience. Why? Certainly the course was well organized and brilliantly taught. Perhaps the course came at a time of the year (April) when the students were tired and unwilling and/or unable to make the intellectual effort to grasp the unfamiliar language and concepts. Although it should have been evident, most of the students did not appreciate the relevance of this course to their future occupation. No doubt, the intensive demanding nature of the course overwhelmed them. It would appear that a more traditional pattern of instruction, spread out over a full quarter, is better for this subject matter, at least for beginning library science students in their basic, pre-service education.

If automation specialists are to be shared between library schools, it must be within a region small enough for commuting.

In an effort to extend the benefits of the institute to practicing librarians in the area, we invited staff members of the Wayne State University and the Detroit Public Libraries to audit the course. These librarians realized their need to learn about library automation and valued the quality of the instruction being offered to them. They found the course highly useful, and not too concentrated.

CHAPTER 10

FIELD EXPERIENCE

A different concept of field experience was tested during the institute, designed to equip students to think in new ways about meeting the information and cultural needs of the urban poor and of the agencies which serve them. Instead of stationing students in public libraries where they could only observe today's methods, many of which are notoriously unsuccessful, students were assigned in pairs to spend most of the spring quarter in social agencies of the city. Agencies were selected which were willing to accept the students and to assign them to tasks which would bring them into direct contact with the agency's clients and staff, and agencies with a wide variety of missions and clients to accommodate the students' various interests - i.e., public and private agencies serving children, young adults, adults, aged, handicapped, etc. A list of the ten agencies finally selected, with a brief description of their missions follows:

City of Detroit, Mayor's Committee for Human Resources Development

A comprehensive community service program to enable low income families to become self-supporting and socially responsible citizens. Four multi-service centers and 20 sub-centers provide family counseling, vocational rehabilitation, community organization, medical and dental examinations and treatment, legal services, job counseling and placement, and casework follow-up. Other programs include cultural enrichment, field trips, homemaker service, home management instruction, on-the-job training, work experience programs for youth, and small business development loans and assistance.

Detroit General Hospital

Medical, dental and emergency psychiatric care for in and out patients who are indigent. Emergency medical care.

Jeffries Day Care Center

Day care service for the children of working mothers. Located in a large, high rise, public housing project.

LaSed

A community center offering a variety of social welfare and recreational services for Spanish speaking children and adults.

Model Cities Drug Abuse Center

A comprehensive drug abuse program emphasizing treatment, rehabilitation and prevention. Maintains an out-patient clinic and a half-way house for the detoxification of addicts.

St. Peter Claver Community House

Offers clubs and recreational activities for children, and young adults in cooperation with the Detroit Department of Parks and Recreation, family counseling and guidance.

Senior Center, Inc.

A day center to provide group work and recreational opportunities for men and women over 60 years of age. Provides referral service, volunteer opportunities for individuals interested in working with older people and workshop experience for qualified students.

Wayne County Jail

William Booth Memorial Hospital

> A maternity home providing pre-natal, delivery, post-natal care, and a social service department for the unwed mother.

In the first half of the fall quarter, a representative of each agency met with the students to describe its mission, clients and scope. On the basis of what they heard, and their own particular interests, the students filed their first, second and third choices of agency. Before the end of the quarter assignments had been made so that students could begin to prepare for their field assignments by reading and by focusing some of the library skills they were acquiring in the organization and retrieval of information upon their agency's area of concern.

During their field work the students were expected to observe the agency at work with its clients, to act as an information resource person, to learn what relevance, if any, the present public library services and resources had to the agency and to its clients, what the information needs were of the agency and its clients, where they turned for information. The student was asked to do a literature search on how other public libraries serve this group. The final assignment was for each team of two to write a proposal on how the public library might be structured to offer meaningful service to the agency staff and to its clients.

To orient the agencies, we invited representatives to a luncheon early in the fall, at which we discussed the experimental curriculum and its objectives, and emphasized that we were seeking a learning experience for the students. We asked the agencies to use the students in any assignments which would provide them with direct contact with clients and staff. We explained that the students would have had most of their course work before coming to the agencies, and therefore, might be expected to have some library skills which the agency might utilize. We also emphasized however that the student's primary obligation and interest was in their academic work, and that it would be unrealistic for agencies to initiate library programs which they could not continue without the students. Most of the giving, therefore, was from the agency to the university, although most agencies felt that the students did contribute in some measure.

Robert Holland, Co-Director of the Institute who as staff member of the Center for Urban Studies, had supervised the field work of other university students in the same agencies, was responsible for continuous liaison between the agencies, the students and the Library Science Department. As will be described below, the agencies were asked to evaluate the experience in terms of its impact on the agency and upon the students. A copy of the proposal which the students developed was sent to each agency.

Originally, it was planned that the students would spend four days a week of the final seven weeks of the spring quarter in the agencies, with the fifth day devoted to a seminar in which they discussed the implications of their experiences for public library service and structure. However, as the time drew near for them to seek employment as librarians, most of the students, especially those with no library experience, began to feel that they needed to spend some time in a library. We, therefore, arranged, through the courtesy of the Detroit Public Library, for each student to spend National Library Week in one of the libraries of the city. The library staff gave generously of their time to make the week meaningful and the Detroit Library administrative staff spent a morning at the end of the week with the students, discussing their observations and relating them to the problems and priorities of the Detroit Public Library. Most of the students found their week in the Detroit Public Library a significant learning experience which helped them to put into perspective what they learned in class and what they later observed in the social agencies.

To help the students to organize their experiences in the social agencies and to relate them to library service, each student was asked to give to the course coordinator each week a log, kept according to the following directive:

Guide to Preparing Field Placement Log

The purpose of your weekly placement logs are to help you review and assess your experiences, facilitate feedback of significant experiences to the entire class, and provide faculty members information necessary to offer effective support and advice.

Key issues and events will be abstracted from the logs to be shared with the entire class on the following Fridays. Please indicate any portions of your log you wish to remain confidential.

Each log is to include the following information:

Summary of Activities

Review of major activities of each day. What happened, when, what was your role, who did you contact, character of contact?

Assessment of Performance

1. During the past week, do you feel you were useful to the agency? How?

2. Did your experiences help you to realize the objectives you set for yourself in your field experience?

Problems

During the past week, did you have any particular difficulties? What might be their cause(s)? How might they be resolved?

Ideas, Issues, and Reactions

Did any of your experiences during the week suggest any ideas and issues concerning:

1. Problems of Disadvantaged.
2. Functions of public libraries.
3. Professional role of librarians.
4. Processes of change.
5. Urban problems, and
6. Character of large institutions.

On Fridays of each week the full-time institute staff, director and two co-directors met with the students individually, and in a group to discuss their experiences. The group discussions were planned and led by the students themselves.

The final assignment for the field work experience was for each of the ten pairs of students to develop a proposal for some form of public library service based upon the needs they had identified of either the clients and/or the staff of their agencies. The purpose of this assignment was to help the students to focus their observations on implications for public librarianship, and also to give them some experience in the rigorous thinking demanded of grant seekers. An outline was supplied to the students based on the form used for proposals under the Higher Education Act. This required the students to think and write clearly about the problem as they saw it (including their review of current library practice as reported in the literature), the purpose and objectives of the program they proposed to deal with the problem, the procedures or activities they recommended including the resources needed, the time schedule and the techniques of evaluation, the relevance or replicability of what they hoped to accomplish and the cost according to the line item budget outline used by USOE.

How successful was the field experience project, in the opinion of the students, the social agency and the institute faculty?

It was the consensus of the students that their field experience both in the library and in the social agencies was a most relevant element in their year-long curriculum. Some of the students felt that they would have been able to profit more from the whole year if they had had at least a few months' experience in a public library before they came into the program. Like every other experience in the institute, they felt that the time spent in both library and social agency was too short. Each student was asked, at the beginning of his experience, to set down his own objectives for the seven weeks, and at the end, to grade himself on the degree to which he felt he had reached these objectives. All the students gave themselves an A.

After the field placement ended, the students' supervisor in each social agency was asked to respond to a short questionnaire evaluating the experience as the agency perceived it. We asked the agency's opinions on how much and what the student had learned, how well motivated the students were, how much the students training in library science contributed to their agency performance, whether, if the students had had a longer placement it would have been useful for the agency, and for the students, and what changes they would propose if the program were repeated in the preparation of the students, in the orientation of the agency, in the students' responsibilities and in the supervision of the students.

Although one needs to be skeptical of any percentages which involve only ten individuals in ten agencies, the responses to our query are summarized as follows: 66 percent of the agencies felt that the students had learned a great deal, 16 percent felt that they had learned a little, the remainder indicated that we would have to ask the students. One-hundred percent of the agencies thought that the students had learned how public libraries can better serve their agencies and/or clients, 83 percent that they learned something about the client's needs, 66 percent that they became more aware of the problems of low income communities, 17 percent that they learned about the workings of a large organization.

Half of the students were rated high in their motivation, the remainder average, with the exception of one student who was judged to be poorly motivated.

In terms of the needs of their own agencies, all of the supervisors indicated that placement should have been longer than six weeks. Two thirds thought that a longer placement would also have benefited the students. There were comments that the six weeks was only long enough for the students and staff to get acquainted, that the short period stultified the creativity and usefulness of the students, that there was not time for them to test the validity of their ideas.

Many of the agencies would have liked a closer liaison with the university faculty responsible for the program. There was an uneasy feeling on the part of both students and agency that the full potential of the contact for both could not be realized because the student could not commit either the university or the public library to continue any program which might be initiated.

How would the institute faculty, in retrospect, view the field experience in the social agencies?

One way to judge its educational value is by the quality of the proposals submitted by the students, and the degree to which they reflect a creative application of what they observed. Using this yard stick, the program was successful. One of the proposals for "Public Library Service to Detroit's Latin Community" is now, in essence, being implemented by the Detroit Public Library as the Biblioteca de la Gente directed by one of the students who conceived it. (Angelita Espino appears on the cover of this report.) The proposal for services at the County Jail, and the services initiated by the two students assigned there, drew the interest of the jail administration, a judge responsible for the jail, and the county librarian, with the result of somewhat better library service to the inmates. An excellent, well conceived proposal was made by the students who worked at the Jeffries Day Nursery for a pilot storytelling workshop for professionals and para-professionals working at the 20 model neighborhood day care centers, to be conducted by the Detroit Public Library. One of the best of the proposals was for a demonstration of a library and information service to be supplied by the Detroit Public Library on a contractual basis to the Wayne County Department of Social Services. This proposal showed an understanding of the information needs of welfare workers in a large agency, and also a sophistication about administrative relationships between a city library, a county Social Services Department, the State agency of which it is a part, and the State Library. A proposal for public library service to senior citizens living in low cost private housing near downtown Detroit also had real merit and may very possibly see the light of day.

Some of the students found it difficult to cross the bridge (even on paper) between the needs of the clients for access to information and library services, and the capacity or willingness of the local public library to provide the services. It should not be impossible to structure subsequent field experience in a triangle of planning between the public library, the social agency and the university. Perhaps the student could be assigned once a week over two or more quarters to a field experience in a public library branch, and simultaneously, once a week in a neighborhood social agency.

It seems evident from our experience that:

1. Working in the social agencies did stimulate the students to creative thinking about new roles, services and structures for the public library; and give them a more realistic knowledge of the poor and the agencies which serve the poor.

2. The time spent in both agency and library was too short.

3. A university wishing to initiate such an inter-agency, interdisciplinary program must be prepared to put a great deal of time into its supervision, and must be in a position to draw upon a fund of generosity, time and interest from both social agencies and library.

4. As the program was structured, the problems encountered by each pair of students were so specialized, that individual conferences proved more productive than a group seminar.

CHAPTER 11

FIELD TRIPS

Within the context of the various individual courses, instructors and students were encouraged to take advantage of the unparalleled laboratory which Detroit as a city provides. As a group, they visited libraries - the Detroit Public in its various agencies, Wayne County and General Motors Research libraries. They experienced an industrial complex, the Ford Motor Company Rouge Plant, the Common Council, where governmental decisions are made about the city, communications centers, such as the Bell Telephone Technical Center. Individually or in small groups, with the help of Robert Holland, Institute Co-Director, they visited inner city schools, housing projects, urban renewal areas and neighborhood centers. In their field work assignments, they became acquainted directly or vicariously with typical social agencies within the city. For many of the students who were quite unsophisticated about large cities (see Parkins, Rogers report in the appendix), the experience of Detroit may have been the single most significant learning experience of the year, outweighing anything which went on in the classroom.

A week's field trip for the whole group to the American Library Association annual conference in Chicago was added to the program at the suggestion of the students who felt that it would be valuable to see the library profession in action, and also to survey the job market at first hand.

During the American Library Association week the students were encouraged to participate in as many activities and programs as possible and to meet practicing librarians as well as students from other library schools. Two special programs were planned: A joint meeting with faculty and students from other USOE institutes on public library service to the disadvantaged, and a meeting with administrators of public libraries where the students planned to be employed.

The purpose of the meeting with students and faculty of other experimental programs was to exchange experiences and to thus profit from each other's successes and failures. The meeting was attended by at least a few representatives of most of the experimental programs on education for library service to the disadvantaged, as well as faculty from other graduate library schools who were thinking about initiating such a program. Since we were able to schedule only one brief afternoon, no definite insights were reached, but it was the consensus of the group that there is serious need for faculty and students engaged in experiments to improve library education, to meet with each other, not for a few hours, but for a few days. A frank exchange about what we are learning, could be highly valuable for the whole library education enterprise. It really should not be necessary for us all to make the same discoveries, often based on the same or similar successes and failures.

To build some bridges of understanding between library administrators and the students soon to be their employees was the purpose of the second special meeting during the American Library Association conference. When the consultants met with the Wayne State library science faculty in August, 1971, they advised us to consider the problem of what would happen to the students if with innovative ideas about new public library structures and services, they went to traditional public libraries unreceptive to them. The consultants also called to our attention the problem of young and inexperienced librarians who may be totally unrealistic in their expectations and thus are abrasive and unproductive staff members.

Several of our students had already committed themselves to library positions before the June conference. We invited their future administrators plus a few other potential employers from large public libraries to join the institute students and faculty for lunch. In an informal exchange, we asked the supervisors to share with the students the problems their libraries had encountered in inner city service, and we asked the students to tell their future administrators about what they had been learning and about what their hopes and expectations were. On the theory that many of the misunderstandings which occur are between the beginner and middle management, rather than between the young librarian and his top administrator, we encouraged the attendance of persons who might be the students' immediate supervisors; or the library's coordinator of inner city services.

The dialog which ensued was certainly interesting and lively, although thanks to one guest, it tended more toward rhetoric and invective than honest exchange. The general climate of racial polarization once it invades a meeting can be very destructive.

The whole question about how bridges can be built between libraries which are living in the present (if not the past) and library education programs which are attempting to prepare students for the future has yet to be resolved. Although there are no easy answers, continual efforts must be made on all sides lest all our experiments and innovations turn into ashes.

In general, the students felt that the field trip to the American Library Association conference was stimulating and enlightening, and initiated for them some valuable professional contacts.

CHAPTER 12

A Digest of AN EDUCATIONAL SIMULATION MODEL OF PUBLIC LIBRARY SERVICE

By Barry R. Lawson, Resource Economist, New England River Basins Commission

The development and use of gaming-simulation as an instructional tool for the teaching of public library service was initiated at the Institute for Public Library Service to the Urban Disadvantaged at Wayne State University for the benefit of the twenty-five students enrolled in the Institute.

The design and construction of the model, entitled LIB SIM, has been viewed by its designers as the initial phase in the development of an effective library simulation model. This initial phase, has permitted the design team to judge the appropriate size, scope, and elements for LIB SIM. This article describes the public library service model, and suggests some next steps in its development and use.

USE OF SIMULATION MODELS IN EDUCATION

The recent unprecedented growth in the design of simulation models in education has resulted, in part, from the frustrations educators have encountered in transmitting an understanding of complex technical and socio-economic systems to students. The development of these models has been aided by advances in systems analysis and computer technology and by the cumulative experience of model builders. Although debate continues on the merits of educational gaming, this emergence has reflected several advantages of gaming simulation models:

- by definition, they represent scaled-down, easily comprehended views of the real world;
- they provide a description and understanding of the system(s) modeled and the interrelationship among elements of that system;
- they encourage the participant to learn-by-doing through playing and conflict resolution;
- they may provide a relatively inexpensive opportunity to "test" alternative strategies for decision-makers; and

- they can represent an enjoyable alternative educational medium.

Among recent educational gaming devices are several prototypes simulating social, economic, and political conflict situations, at the local, national, and international scale. In the field of urban planning, for example, sophisticated manually operated and computer-assisted models have been developed during the past decade which have greatly increased student understanding of the relationships among many elements of complex urban systems. These models, despite their capacity to simulate the political and economic parameters of urban society, have failed to portray adequately the social dilemmas of the same society. This inadequacy underlines the inherent difficulty of simulating purely social (as opposed to market) values, and demonstrates a deficiency in our basic understanding of social dynamics.

Many recent efforts in educational game design appear however, to be overcoming this inadequacy in urban modeling. Increasingly, sensitive issues in urban renewal, public housing, and school-community relations are becoming the subject of new models. Although in a few years these early efforts may seem crude by comparison, they must be looked upon as representing a fresh approach to understanding the most challenging parameters of urban society. In this context LIB SIM was conceived.

Application of Simulations to Library Science

Concurrently, and as in other professional fields concerned with the urban environment, library science education is undergoing a "mini-revolution" in curricula and approach.

Initial discussions between library educators and urban specialists at Wayne State led to the belief that a simulation model of public library administration would be a fruitful first step towards exploring the library's changing role. Such a model could at once provide a technique for testing alternative library programs and be an appropriate tool for introducing complex urban social issues into the library science curriculum by simulating library budgetary and other administrative procedures, and relating many elements of the total public library system to relevant external factors. Most significantly, the design of a model was looked upon as an opportunity to teach an understanding of the informational needs of the community and appropriate responses of the public library system.

As a first attempt with no prototypes from which to draw experience, this initial effort could not have been expected to respond to all these demands completely adequately.[1] It was hoped, however, that the effort would demonstrate the potential of gaming models in the library science field and lead the way to the development of more effective tools for teaching public library service.

DESIGN CONCEPT OF THE INITIAL MODEL

The LIB SIM model was initially conceived to be a role-playing instructional game for library science students. Technically, its basic purpose was to highlight: (1) the bureaucratic relationships between library agencies at the community, local, regional, state and national levels; and (2) the personnel and financial constraints placed on their responses to various informational demands of the community. The simulation was also envisioned to convey the characteristic informational needs of different socio-economic communities and some alternative responses of the library to these needs. External local, national, and international events were to be introduced during play to suggest the relationship between such events and consequent informational demands of the community.

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[1] Possibly, the only other presently related effort in library science is the development of a library management game at the University of Lancaster, in England.

The initial design of the library simulation contained nine roles with two (or three) players in each role: a state, regional, suburban and rural librarian plus a library board, main librarian and three branch librarians in a major city. The intent was to simplify the public library system so that the roles and their relationship could be easily understood by the students, play would require two to three hours (a laboratory period) and the twenty students enrolled in the Institute could participate. This design permitted the modeling team to construct a base for simulating a library system's "real world" complexity. Emphasis was placed on heirarchical linkages, line budget preparation, and effective program planning.

The branch librarians were differentiated by their respective socio-economic communities -- affluent, working class, and disadvantaged -- in the context of which they played so-called "community subgames." The branches were linked to the Main Library who coordinated the system's activities and acted as liaison between the system and the library board. The library board, which consisted of three members, acted as the policy-making and budget review body for the city system.

Horizontally aligned with the city system were the autonomous suburban and rural libraries, whose overriding characteristics were affluence and a growing agricultural economy, respectively. The suburban, rural, and city libraries could be voluntarily linked together by a regional library system. The regional library was conceived chiefly as an economizing factor in the entire system. It could offer programs to one or more local library systems at costs lower than the systems could obtain them individually.

At the apex of the simulation system hierarchy was the state library. It served as the link between federal programs and local and regional systems, and the source of state and federal funding, policy formulation, and administrative coordination. The governmental service aspect of the state library was minimized and arose only in periodically introduced news items, each of which had some effect on the informational demands of one or more of the communities in the simulation.

Program planning and budget preparation were also main concepts in the initial design. The branch, main, rural, and suburban libraries were each to receive a list of approximately twenty-five program alternatives (e.g., drug referral, bookmobile service, etc.) which could be implemented. Each program had material cost and time unit requirements which limited a library's choice of programs, given its personnel and budget allocation. The programs were categorized according to their "target" population: general, children, young adult, and adult. The appropriateness of the programs was linked to the librarian's knowledge of the community and his (or her) ability to anticipate demands which might be fulfilled by programs. Budget preparation was conceived as a relatively simple operation. A line budget was to be used in the initial rounds and an issue requiring a programmed budget and subsequent evaluation was to be introduced later into the simulation.

Initially, the line budget had two units: time, with 100 time units representing one full-time employee per round; and money, for materials and other costs. These units were categorized according to function (acquisition and cataloging, binding and printing, popular service, and reference) and staff level (professional and supportive). After "librarians" entered the time units and material costs of the programs under their respective categories, a budget sheet facilitated the translation of the entire budget into monetary units. This procedure was undertaken by the branch, main, suburban, and rural roles. The main librarian was required to compile the branch with the main library requests into one budget for the total city system. Budget preparation on the state and regional levels followed a similar line, although simpler due to program limitations and role simplification.

MODIFIED VERSION OF MODEL

As the gaming model was designed primarily for classroom use, it was imperative that it be operational in a two-hour class session (including a post gaming discussion). Early experimentation indicated, however, that the budgetary process was far more complicated than first conceived, the program alternative list too long for quick player comprehension, and the number of roles too numerous for all of the participants to grasp the various relationships. As a result, the library simulation underwent extensive modification before its first demonstration to the students of the Institute.

As Diagram I portrays, the modified design has eight roles: state, library board, main library, and five branches. The role of the state underwent little modification. The library board is now composed of representatives from the communities of each branch library with a representative of the main library serving as an ex-officio member. The duties of the members of the library board are to review and approve the budget for the local library, review the programs of the system, and promote the particular needs of their respective community-branch libraries. Through the use of "prestige" points,[1] the members are also able to raise the probabilities of governmental passage of the system budget and the state library budget.

The main library is now composed of three members: one representative to the library board, one director of the main library who coordinates meetings with the branches and other activities throughout the game; and one accountant who handles the budgeting and technical work. The main library formulates policy, administers programs for the entire system, and coordinates programs and budgets for all of the branches.

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[1] Prestige points are awarded to board members according to their collective success in improving the library programs, and individual success of respective branch libraries.

DIAGRAM I. ROLES AND TASKS UTILIZED IN LIB SIM MODEL

Role	Tasks
State Library	- administer state aid - administer federal programs - respond to demands for extension services
Library Board	- approve proposed budget - review all programs - support state and local budget requests
Main Library	- prepare system budget - review branch programs and staffing - be liaison between city and state libraries
Branch Libraries Affluent Working Class Ethnic Disadvantaged Professional	- prepare budget requests - provide programs anticipating community needs - respond to community demands
Administrator	- settle technical disputes - announce news - aid main library in budget preparation - announce budget allocations for state and local libraries - calculate performance scores

The five branch libraries are located in a disadvantaged community (predominantly Black and poor), ethnic community (predominantly white, Appalachian, poor), working class community (mixed, blue collar workers), professional community (doctors, lawyers, academic and related careers), and the affluent community (established, wealthy families). The librarians in each of the communities prepare program and budget requests for their branches with the characteristics of their particular community in mind. They also participate in community subgames during which they choose from among selected responses for a number of informational demands, reflective of the character of the respective communities of the branch libraries.

The administrator has three tasks: to aid the players during the budget preparation, to represent city and state governments for the determination of increases or decreases in the budgets, and to calculate performance evaluations and prestige points at the end of each round. The administrator also serves as referee for technical questions and disputes throughout the game.

CRITIQUE OF INITIAL GAME "RUNS" IN THE CLASSROOM

In addition to initial testing, two "runs" of the library simulation model were made with the 20 graduate students in the experimental program. Essentially, the two runs were similar, although there were changes which could have influenced players' attitudes and/or play: (1) the first session was videotaped while the second was only audiotaped, (2) the second session was played with fewer roles, (3) the Library Board members adjourned to a separate room for deliberation for portions of the second game, and finally, (4) the budgetary accounting procedures of the second run were streamlined.

The majority of players participated in both sessions. To the designers, despite a seemingly initial lack of enthusiasm or curiosity about the game and its values, it was clear that the subgames in which decisions had to be made for community demands were enjoyable challenges to the players. It was equally evident that the technical aspects of budget preparation, although not a source of levity, did promote educationally valuable negotiations over programs and staffing for individual branches.

When exposed to the model in the midst of its initial development, several students provided useful criticism of the game and suggested modifications for making the process more enjoyable. The two sessions were of great benefit to the designers, for whom the "runs" served to point out the more poorly refined elements of the design.

On the basis of these "runs" plus review of tapes of the demonstrations, a number of recommendations for improvement of the model surfaced. 1) It is appropriate to generate differentiated levels at which the game can be played from simple to moderately challenging to most difficult. The complexity of the game, its rules and techniques, should be gradually augmented by increasing the number of players, number of demand-response situations, and more detailed budgetary processes.
2) Interest could be enhanced through the use of miniature figures (as in a chess game) for library staff members, and other roles, and color coding for libraries and their service areas, 3) Still greater simplification of budgetary processes with a reduction of time requirements for the actual game to allow for an adequate period for post-game analysis, seems desirable. More direct participation by students in the actual design of the simulation might have enhanced their "enjoyment" of the experimental versions,although it might also have reduced valuable feedback to the design team.

HOW GOOD A MODEL?

One of the prime responsibilities of the model designer is to address the inevitable question -- just how good a model has he designed? Although this is a vitally important question, perhaps even the most important to be asked, it is far from the easiest to answer. Nevertheless, the relevancy of the question demands an attempt.

Three fundamental and interrelated processes in model design are those of calibration, validation and evaluation. In the calibration process, after key initial decisions are made concerning the scope of the system to be modeled, it is necessary to identify the major elements of the system and introduce real-world comparability with the factors tying system elements together. For the library model, decisions had to be made with respect to how many roles at the local, regional and state level were to be included, the relative budget sizes of each, the costs of services and staff and the number and mix of informational demand-response situations. In their dynamic aspects, the identification of role tasks and functions, and the scheduling of activities had to be set. In short, calibration involves the determination of scope, scale, technical elements and interlinkages of the library system being modeled. Where numerical and other values are used as part of the working model, these must be determined by research. Data from representative library systems were used by the designers to lend one degree of reality to the initial model. As the design becomes more sophisticated, further reality can be introduced.

The second process, validation, is concerned with the question -- how well does the constructed model simulate the public library system under study? Because a decision was made to make LIB SIM a prototype rather than one which mimics, say, the Detroit Public Library System, there was an additional challenge. Where validation was a problem, recalibration was often the answer.

There are a number of possible validation techniques for gaming models. Common sense, or face validity, is the easiest, though least satisfactory to employ. It relies solely on the designers' intuition as to the goodness-of-fit of the gaming model. To date, this has been the only technique applied to LIB SIM. Empirical and theoretical validity depend on objective data against which model performance can be judged. These validation techniques will be employed as greater sophistication is achieved in model design. The more complex the simulation, the more challenging are these latter techniques.

The fact that design is indeed an iterative process is driven home in a consideration of the third process, that of evaluation. In many ways, evaluation is a continual process throughout as well as after design. As a process separate from the technical aspects of calibration and validation, evaluation simply answers the question of whether the use of the model satisfies the objectives of model construction in the first place. That is, does the model represent a technique for analyzing and selecting alternative patterns of future library systems, does it effectively tie together the various components of the public library systems in a way which is educational to the student, is the model enjoyable (if this is an important objective), are elements of the community and those of the library as interrelated as to describe and explain the basis issues facing librarians working with urban sub-communities?

No model, no matter however sophisticated and complex is worth the resources expended in its development unless it meets the evaluation tests. As a result, it may be discovered that some sacrifices in calibration and validation are appropriate if the resulting technique can thereby serve the objectives more satisfactorily. In the construction of new models, this often means that greater rather than less simplicity is demanded. A basic rule of design is just this -- make the initial model sufficiently simple to guarantee that it works technically. Control of a workable model can, in later design stages, gradually permit greater sophistication as desired and as the model user's capability to handle the model increases.

In LIB SIM after the initial construction of a model which included about nine different roles and realistic technical numbers and procedures tying them together, it was clear that the model's complexity was far too great for its practical use. Even after further simplifications the model either required too much time or presented administrative difficulties which required further sacrifices in model precision. For example, instead of two categories of library staff personnel, e.g., professional and clerical, only one category was used; instead of aggregating costs with respect to acquisition, popular services and reference, materials costs were combined into one category. Continuous evaluation has reduced the number of roles in LIB SIM from nine to approximately four or five; further redesign will inevitably reduce these even further. Before the initial design stage can be considered complete, the simplest workable and satisfactory model must be generated, since it is only on the basis of such a model that gradual sophistication and model development can occur.

From the designers' point of view, the LIB SIM model developed to date is an intuitively valid and operational model and has proven itself to be a device for communicating certain principles of library administration while confronting participants with significant community issues. From the results of the first demonstrations of the simulation, it is clear that the model requires further modification in terms of timing, complexity of certain roles, more efficient administrative procedures, and greater focusing on specific social issues. For the first time in overall model design, however, the satisfaction of these objectives are in sight, and progress toward them underway.

CONCLUSION

The present version of the library game-simulation was designed within a time period of approximately four to five months. A normal amount of time required to design a simulation of this scale is typically two to five years, with a continuous cycle of modification and redesign. The version of LIB SIM discussed in this article is in the first rather than the last phase in the design process. The core design team is aware of the encumbrances of the present design. However, it is also very aware of the potentialities of this design and its application.

For example, critique of its use to date has already demonstrated the potential as 1) an instructional tool in a public library administration course and perhaps even the base for the entire library science curriculum; and 2) a planning tool for short-and-long-range library planning. Fulfillment of LIB SIM's potential as a base for curriculum would clearly require expansion of the model into other technical areas in librarianship. Fulfillment of the planning tool role would require the development of a more complex, carefully calibrated and refined model than the present one. These inherent features would require substantial research efforts. The present model can serve as a guide to the needed research to meet this objective.

The model's adaptability to computer use is essential to insure manageability of the scope and complexity of the model. The present model is readily adaptable and subsequent design modification and sophistication will continue to keep this essential computerization feasible. The basic model has now been developed. It is apparent that LIB SIM will gradually evolve and may prove to be the basis for a simulation-programming focus in library science education which can assist in meeting present and future challenges more effectively.

CHAPTER 13

EVALUATION TECHNIQUES

Under the terms of our original proposal to the Office of Education, we engaged in a continuous internal evaluation of the experimental curriculum, and contracted for an independent evaluation by the consulting firm of Parkins, Rogers, Inc. Parkins, Rogers focused most of their attention upon the expectations of the students and a comparison of their attitudes, at the beginning and the end of the program towards such key concepts as the poor, the city, social change, and the library as a social institution. A copy of the Parkins, Rogers report is included in the appendix.

A definite answer on how effective the institute was in its primary purpose - to prepare 20 students for fruitful, creative services to the urban disadvantaged in public libraries - is not yet possible. For the present we can only raise questions such as: how much did the students learn about the core skills and insights of librarianship; did the emphasis upon knowledge of the city and of social change ,and of the problems of the disadvantaged mitigate against preparation for librarianship (defined as the science of selecting, acquiring, organizing, retrieving and disseminating the human record), how much did the students learn about the city, the poor and social change; how effective were our efforts to encourage realistic attitudes of empathy, concern, etc. for the disadvantaged, what were the least and most effective elements of the program, did we reach our over-all objectives, and were they appropriate objectives, and within each course to what degree did we achieve our specific objectives, and how and why?

To measure the academic success of the experimental program in terms of the core competencies of librarianship, we were able, with the help of the New York State Library to compare the performance of the institute students with a control group from the regular curriculum. Both groups of students, toward the end of the third quarter of their studies, took the comprehensive New York Certification Examination, designed to measure professional competence. Table IV compares the scores of the experimental group with the scores of the control group and with representative performance in New York. The table identifies not only the total raw scores achieved, by range, average and median, but also the scores achieved on one essay type question which related to outreach. Although one can cite variables, such as the fact that the volunteers in the Wayne State University control group tended to be the best and most professionally aware of the students in the regular curriculum, nevertheless, the evidence seems clear that the institute students tested lower, both in range, and as a group, than the students in Wayne's regular curriculum, and than the New York candidates. The Parkins, Rogers investigation seemed to document that the institute students had learned more about the city and its organization, than had the control group. The implication is inescapable: that either subsequent programs must be longer, to enable more instruction in the core competencies of librarianship, or a trade-off must be accepted.

Table IV

New York Public Library Certification Examination

Comparison of Performance of Wayne State University Experimental group and regular students with New York State averages and median

	WSU Experimental Group	WSU Regular Library Science Students	New York State
Highest Raw Score	143	155	173.5
Lowest Raw Score	83	92	86.5
Average	114.7	129.9	126.1
Median	120	136.5	127.5
Outreach Question			
Highest Score	18	25	25
Lowest Score	6	6	0
Median Score	12	15	14

At the conclusion of each course, the students' evaluation was sought, both in terms of context (were the objectives of the course clear? do you feel they were relevant to your preparation as a librarian serving the urban disadvantaged? etc.) and process (to what degree did each strategy of the course - time frame, pace of instruction, lectures, discussions, assignments, field trips, readings, etc., help you to reach the stated objectives?) The students were asked to rate each component of each course on a five point scale, ranging from "very important and exciting" to "boring and a waste of time". For each course the students were asked to respond also to two open-ended questions: what did you consider the major strengths of the course? and what did you consider its major weaknesses?

Final exams for each course were designed to aid the faculty in evaluating their own and the student's performance, and to aid the students to organize the various learning experiences to which they had been exposed.

In addition to the specific evaluation for each course, as detailed above, and the over-all evaluation approached through the New York State Examination and the Parkins, Rogers interviews, the institute staff (the director and two co-directors) held weekly meetings to evaluate the program. Periodically Dr. Robert Smith, who had conducted the initial participation training, met with the students for an informal evaluation session. At mid year, the institute faculty, the advisory committee and the students met to review the progress of the institute.

As a result of these weekly and periodic sessions, changes were made in the pace and emphasis of the program, as possible. Specific devices used to evaluate the student's field experience and its impact upon them and upon the cooperating agencies was detailed in a subsequent chapter.[10]

On the whole, the students were willing to accept the purposes and objectives of the program, as determined by the institute faculty. Since most of them were not experienced as librarians, they realized that they could not anticipate the demands of the profession or judge the relevance of the program, although they could and did make valuable contributions about the clarity of the objectives proposed to them. Their comments about teaching strategies and about the effectiveness of the various lectures, discussions, field trips, readings, etc., were significant indeed, and are summarized in the chapters on each component of the program. Sometimes the students were unable to distinguish between the importance of the material presented by a visiting lecturer, and the dynamism, or lack of it in his delivery.

The courses the students found most productive, and interesting as indicated in the interviews and questionnaires administered by Parkins, Rogers were Basic and Advanced Reference. The courses they found least palatable were those in Documentation, Program Planning and Technical Services.

In general evaluation of the program, most of the students agreed that:

1. The program was too intensified, too crowded, with insufficient time to explore and discuss ideas in depth.

2. Greater emphasis might have been given to developing competencies to serve the poor and less on the problems of the poor (which many of the students felt that they knew all about). Several students felt the need of more work in advanced reference, especially in the retrieval of specialized information (census, health statistics, community organizations) that would be of utility to low-income neighborhoods and on how to establish information systems for such communities. They also recommended the addition of a course on how to learn about and relate to local communities.

3. The program was too highly structured, with too little opportunity for individual preferences and electives.

4. Isolating the experimental group in separate sessions for all of the program was counter-productive - --- it would have been stimulating, both for the experimental group, and for the regular students, if the students could have taken some of their work as a part of the general library science program.

In all these judgments, the faculty is inclined to concur. Future programs at Wayne State University and at other library schools can gain some useful insights from these criticisms.

CHAPTER 14

RECOMMENDATIONS

Specific recommendations about individual courses in the experimental curriculum are discussed in previous chapters and need not be repeated. However, it does seem useful to summarize now, the major insights we gained from the year-long institute.

1) Programs designed to prepare public librarians at the master's level to work with the disadvantaged should be continued, since the profession obviously needs such competence.

2) Special effort should be made to recruit minority people into public library service to the disadvantaged. Even in a tight job market, demand is high especially for Chicano and Black Librarians. Demand is more limited for white librarians with this specialty; at least in the large cities of the north and west.

3) Recruiting candidates with intelligence, emotional stability, dedication, and aptitude for library service is crucial. None of the usual screening devices (honor point average, written statements of interest and intent, letters of recommendation, and personal interviews) are completely reliable. Successful experience in service to the poor and in library work seem the prerequisites most likely to insure good candidates.

4) Recruiting should focus on students who have demonstrated above average scholastic ability since curricula which undertake to teach both the basic competences of librarianship and a specialty in a limited time period are academically demanding.

5) Recruiting should focus on candidates who can be geographically flexible. Despite the high demand for minority group librarians educated to work with the urban poor, the danger of saturating a local market is very real.

6) Extensive experience working in a public library is excellent, if not essential preparation for institutes on public library service to the disadvantaged. Future recruiting might concentrate on the paraprofessional and clerical staffs of urban public libraries.

7) A graduate library science program should address itself to professional competencies and insights. Such essential qualities as positive attitude toward the poor, ideals of service and personal integrity should be recruited. It is unrealistic to expect to form these qualities during the academic program.

8) At least 18 months is necessary to prepare librarians at the master's level with both basic professional education and a specialty. Since students who are poor, and have family responsibilities frequently feel that they cannot afford long periods on small stipends, it might be wise to experiment with work-study arrangements. We are now considering a two year program with alternate quarters at work and on campus.

9) Insights and methods from other disciplines must be integrated into curricula on public library service to the urban disadvantaged. However, more research and experiment are needed on how to build a truly interdisciplinary program at the pre-service level. Research projects on urban library problems undertaken jointly by library educators and scholars from other disciplines offer some promise.

10) The laboratory of a big city is an essential resource for educating students to be public librarians working with the urban disadvantaged. Faculty must be able to guide students in exploring the city.

11) Traditional time frames, with instruction and class contact extending quite evenly over a full quarter / trimester / or semester seem more conducive to learning most subjects at the pre-service level than highly concentrated exposure.

12) Students in both specialized and regular library science programs can benefit from contact with each other. We found it counter-productive for students in the experimental curriculum to be in separate sections throughout the program.

13) Field work in social agencies which serve the poor is a valuable part of preparation for public library service to the disadvantaged. Effort should be made, however, to integrate this field experience with the opportunity for students to initiate services in local public libraries, based upon the needs they discover in the social agencies.

14) Bridges between research, the library school, the students and public libraries are critical. Unless public libraries are receptive to experiment and innovation, educational programs, no matter how enlightened, will not result in improved service to the disadvantaged. A consortium between a library school and one or several public libraries might facilitate continuity. It could help the library school to recruit good candidates and strengthen the libraries programs with the multiple skills on a university faculty.

15) Experimental curricula should be unstructured enough to provide maximum opportunity for programs of study adapted to individual interest and need.

APPENDIX

WAYNE STATE UNIVERSITY/USOE INSTITUTE ON
PUBLIC LIBRARY SERVICE TO THE URBAN DISADVANTAGED
ROSTER OF FACULTY, STAFF AND RESOURCE PEOPLE

Director:
- Genevieve M. Casey, Associate Professor, Library Science, Wayne State University

Co-Directors:
- Robert Holland, Research Associate, Community Activities, Center for Urban Studies, Wayne State University
- Michael Springer, Research Associate, Urban Education, Center for Urban Studies, Wayne State University

Advisory Committee:
- Robert E. Booth, Chairman, Department of Library Science, Wayne State University
- Noah Brown, Vice-President, Student Affairs, Wayne State University
- Margaret Grazier, Professor of Library Science, Wayne State University
- Clara Jones, Director, Detroit Public Library
- Conrad Mallett, Director, Neighborhood Relations, Wayne State University
- Mary Joan Rothfus, Intake Supervisor, Wayne County Department of Social Services

Consultants:
- Ralph W. Conant, President, Southwest Center for Urban Research
- Jack Dalton, Professor, School of Library Science, Columbia University

Advisory Committee (cont.)

- Otto Hetzel, Associate Director, Center for Urban Studies, Wayne State University
- Barry Lawson, Resource Economist, New England River Basins Commission
- Donald Marcotte, Assistant Professor, Educational Evaluation, Wayne State University
- Louise Naughton, Assistant Professor, Library Science, Wayne State University
- Allen Sevigny, Regional Library Program Officer, U.S. Office of Education,
- Robert M. Smith, Director, Center for Adult Education, Region V
- Albert Stahl, Assistant Professor, Instructional Technology, Wayne State University
- Hamilton Stillwell, Dean, University Extension Division, Rutgers University

Course Coordinators:

- Joseph Becker, President, Becker & Hayes, Inc. Bethesda, Maryland
- Genevieve M. Casey, Associate Professor, Library Science, Wayne State University
- Benjamin W. Jordan, Dean, Division of Urban Extension, Wayne State University
- Miriam Larson, Assistant Professor, Library Science, Wayne State University
- Edith Phillips, Assistant Professor, Library Science, Wayne State University
- Bruce Schmidt, Director, Southfield Public Library, Southfield, Michigan
- Michael Springer, Research Associate, Urban Education, Center for Urban Studies, Wayne State University

Lecturers and Resource People:

- Christopher Alston, Neighborhood Representative, Detroit, Michigan
- Sheldon Annis, Free Lance Writer, Wayne State University
- David Berninghausen, Dean, University of Minnesota Library School

Lecturers and Resource People (cont.)

Germaine Krettek, Director, American Library Association, Washington Office

James Limbacher, Henry Ford Centinneal Library, Dearborn, Michigan

Reuben Meyer, Professor and Chairman, Department of Community and Family Medicine, and Professor of Pediatrics, Wayne State University School of Medicine

Sandra Milton, Program Coordinator, Conference Institute, Division of Urban Extension, Wayne State University

Frank J. Misplon, Program Director, McGregor Memorial Conference Center, Division of Urban Extension, Wayne State University

Emily Newcomb, Professor of English, Wayne State University

Penny Northern, Head, Film Department, Kansas City Public Library

Harvey Ovskinsky, News Director, WABX-FM, Detroit, Michigan

Josephine Pulsifer, Detroit Library Systems Department, Becker & Hayes, Inc.

Morton Raban, Associate Professor of Chemistry, Wayne State University

Mel Ravitz, President Common Council, City of Detroit

Thomas W. Rotert, Jr., Director, Systems, Distribution and Utilization Center for Instructional Technology, Wayne State University

Everett Rogers, Professor. Communications, Michigan State University

James Rogers, Director of Urban Services, Cleveland Public Library

David Rosenbaum, Reference Librarian, Education Division, Wayne State University

Francis X. Scannell, Michigan State Librarian, Lansing, Michigan

Frank A. Seaver, Chairman, Department of Conferences and Institutes, Wayne State University

Richard Simmons, Acting Director, Center for Urban Studies, Wayne State University

Robert Stein, Assistant Professor of Sociology, Wayne State University

Ellen Stekert, Associate Professor of English, Wayne State University

Lecturers and Resource People (cont.)

- Donald Bissett, Associate Professor, Elementary Education, Wayne State University
- Robert Bonovich, Associate Professor, Social Work, Wayne State University
- Paul Breed, Reference Librarian and Bibliographer, Wayne State University
- Eugene Brook, Associate Director, Labor Division, Institute of Labor & Industrial Relations, Detroit, Michigan
- Billie Jean Brown, Quality Control Department, Motown Record Corporation, Detroit, Michigan
- Jesse E. Christman, Associate Director, Detroit Industrial Mission
- Keith Doms, Director, Free Library of Philadelphia
- David Fand, Professor of Economics, Wayne State Univ.
- Otto Feinstein, Associate Professor, Wayne State University
- John D. Fraser, Director, McGregor Memorial Conference Center, Division of Urban Extension, Wayne State University
- Louise Giles, Dean of Learning Resources, Macomb County Community College, Warren, Michigan
- Virginia Griffin, Department of Adult Education, Ontario Institute for Studies in Education
- William Hath, Acting Chairman, Secondary English Education, Wayne State University
- Robert M. Hayes, Executive Vice-President, Becker & Hayes, Inc., Bethesda, Maryland
- Robert Hazzard, Associate Professor of Speech, Wayne State University
- Wyona Howard, Neighborhood Representative, Detroit, Michigan
- Charles Hurst, Jr., President, Malcolm X College, Chicago, Illinois
- Casper L. Jordan, Assistant Professor, Library Science, Atlanta University
- Bernard Klein, Professor, Political Science, University of Michigan Dearborn, Michigan Campus and Chairman, Detroit Charter Revision Commission
- Patricia Knapp, Professor of Library Science, Wayne State University

Lecturers and Resource People (cont.)

Elizabeth Stump, Library of Congress, Division for the Blind and Physically Handicapped
Jacqueline Tilles, Assistant Professor, Secondary English Education, Wayne State University
Edward Vaughn, Owner, Vaughn's Book Store, Detroit, Michigan
David Wineman, Professor, School of Social Work, Wayne State University
Eleanor Wolf, Professor of Sociology, Wayne State University
Edith Woodbury, Neighborhood Representative, Detroit, Michigan

Speakers - Seminar on Public Library Service to the Illiterate Adult:

David Alexander, Instructor
John Axam, Head, Stations Department, Philadelphia Free Library
Evelyn Coskey, Extension Librarian, Kanawha County Public Library, Charleston, West Virginia
Ann Hayes, Evaluation Specialist, Appalachian Adult Education Center, Morehead State University
William Henderson, Institution Consultant, Michigan State Library
Peyton Hutchinson, Administrative Assistant, Department of Adult Education, Detroit Public Schools
Helen Lyman, Assistant Professor of Library Science, University of Wisconsin

Supportive Staff:

Judith Ballard, Secretary
Diane Dudas Secretary
Marguerite Tripp, Research Assistant to Simulation Project
Sandi Winters, Secretary
Sandra Yelenski, Bibliographer

Program Officer:

Frank A. Stevens, Chief, Training and Resources Branch, Bureau of Libraries and Learning Resources, U.S. Office of Education

Wayne State University/U.S.O.E. Institute on

PUBLIC LIBRARY SERVICE TO THE DISADVANTAGED

Participant Roster

Angelita Espino
Box 215, Sahurita, Arizona 85629

Education:	B.A., Education, Spanish and Government, University of Arizona
Experience:	Tucson Public Library - Library Assistant
Special Skills:	Spanish, crafts (knitting, sewing, crocheting), display
Community Activities:	Worked on political campaigns - high school and college Librarian - municipal government United Community Campaign Young Christian movement CEO Area Councils
Leisure Activities:	Dancing, cooking, music, handicrafts, tennis
Work Preference:	Prefers to work with children

Future Plans:

This past year's experience at the Valencia Branch of the Tucson Public Library has gotten me excited about library work. I want the coming year to give me the knowledge necessary to answer reference questions in a library but most of all I want to learn how to plan programs for the people to meet the needs of the disadvantaged. I want to be able to find more ways to serve the disadvantaged in addition to making the people realize that the library is not a stuffy, dull place with "Quiet" signs all over, but a place that is there to help them. I want this next year to carry on this enthusiasm and desire to help people.

Dorothy Jane Few
14600 Strathmoor, Detroit, Michigan 48227

Education:	B.A., English and French Kentucky State College
Experience:	Queensborough Library - Clerk
Special Skills:	French, dramatic acting, creative writing, public speaking
Community Activities:	Cancer Drive Operation Pride School Tutor P.T.A. Sunday School Teacher Vacation Bible School Coordinator Michigan Association for Children with Learning Disabilities
Leisure Activities:	Reading, gardening, cooking, bicycle riding, karate
Work Preference:	Prefers to work with adults.

Future Plans:

It is my hope that this year of study will provide me with some insight into working more effectively with the disadvantaged. I would like to discover ways the public library, school and church can work closer together for the good of the community. I would like for this to be a year of searching to see how the public library can "reach" the disadvantaged and render needed services. I feel that we will need to go into the community to find out the needs of the people. Too often, the mistake has been made of programming "for" the community rather than "with" the community.

During this year, I hope we will be able to unveil ways of tapping that vast "waste land" of talent that is so often unused among the disadvantaged.

John R. Godfrey
612 Prentis, Apt. B-5, Detroit, Michigan 48201

Education:	B.A., Sociology, English, Wayne State University
Experience:	Chrysler Corporation - Die Maker Apprentice and Production Worker

John R. Godfrey (continued)

Special Skills: French, Spanish, guitar, writing
Community Activities: Worked on political campaigns
Social rehabilitation work with former mental patients
Leisure Activities: Reading, listening and playing music.
Work Preference: Prefers to work with adults
Future Plans:

I am concerned with developing some basic skills as a librarian in order that I might channel my energies towards the effective utilization of the public library system by the disadvantaged. I hope that student participation in the program will be at a high level because that seems to be how I would most profit from the experience.

Marva D. Greenwood
2740 W. Grand Ave., Apt. 301, Detroit, Michigan 48238

Education: B.A., Anthropology and Sociology
Wayne State University
Experience: National Bank of Detroit - Control Clerk
Michigan Bell Telephone Company - Repair Clerk
U.S. Naval Hospital #3 - Hospital Corpswave
Special Skills: German, piano
Community Activities: Young People's Society
Leisure Activities: Reading, knitting, singing
Work Preference: Prefers to work with teenagers or adults.
Future Plans:

During the next year, I expect to gain insight into the effects of the public library system on inner city society, and the effects of this segment of society upon the library.

I am hoping for a great deal of exposure to actual working conditions we will be experiencing after finishing our year of study - a sort of internship.

Marva D. Greenwood (continued)

I look forward to learning the inner workings of the public library, and finding out how the facilities offered by the library can be geared to the needs of its particular community.

Constance Halloran
7927 E. Lafayette, Detroit, Michigan 48214

Education: B.A., English and History
Mt. St. Scholastica University
Post-graduate studies, Library Science and English, University of Illinois
Experience: Cary School District, Cary, Illinois - Jr. High Teacher
Nuestres Pequenos Hermanos, Cuernavaca, Mexico - Director, Casa Kinder
Special Skills: Spanish, painting, refinishing furniture, creative writing, display, public speaking
Community Activities: 1968 McCarthy campaign - receptionist at headquarters
Benedictine Aide - teacher, administrator, counselor
Leisure Activities: Two sons - Danny 3 and John 1
Work Preference: Prefers to work with adults
Future Plans:

I would like to be a public librarian serving migrant workers. I think that a lot of past experience would come together and be of use to these people.

Jeanette L. Johnson
5475 Cabanne Ave., Apt. 404, St. Louis, Missouri 63112

Education: B.S. Elementary Education
Grambling College
Experience: St. Louis Public Library - Library Assistant
Tangipahoa Parish School Library - Librarian

Jeanette L. Johnson (continued)

Special Skills: Crafts, dramatic acting, display, public speaking, storytelling, radio-T.V. broadcasting
Community Activities: St. Louis Board of Education - volunteer storyteller
Sunday School Teacher
B.T.U. Discussion Leader
Leisure Activities: Reading, sewing, game playing
Work Preference: Prefers to work with children
Future Plans:

When completing these courses I hope to have a better understanding and a workable solution to some of the problems of the urban disadvantaged. I hope that I will be able to relate more closely with the young people and know why they do some of the things they do. I will be better equipped to go into the community and offer the services of the public library in a different light, realizing the traditional library offers no attractions to the disadvantaged.

Sharon Yvonne Jordan
P.O. Box 165, High Springs, Florida 32643

Education: B.A., English Education
Florida Atlantic University
Experience: African Cultural Center, Buffalo New York - Receptionist
Santa Fe Jr. College Library - Student Assistant
Florida Atlantic University Library, Technical Service - Student Assistant
Gainesville Public Library - Summer Intern
Special Skills: Spanish, clarinet, dramatic acting, poetry writing, public speaking

Sharon Jordan (continued)

Community Activities: Public Relations for Black City Commissioner - City election High Springs, Florida
Community Theatre and Black Arts Group, High Springs, Florida
Headstart Programs
Community Education Center, Buffalo, N.Y. - Tutor for adults and young adults
Community Choir, High Springs, Florida

Leisure Activities: Reading, table tennis, softball, volleyball, basketball

Work Preference: Prefers to work with children

Future Plans:

> After I complete this program I expect to work in the inner-city library in Buffalo, N.Y. Therefore, I am concerned with a curriculum that will involve me with community programs and activities and their relation to the public library. I am most interested in activities involving the slow-reading and non-reading public in disadvantaged communities. This would mean that I expect to learn the effective use of multi-media for the public.

Cynthia Luz Marquez
1209 E. River, El Paso, Texas

Education: B.A., Sociology and Library Science
University of Texas

Experience: El Paso Public Library, Ysleta Branch - Head
El Paso Catholic Schools - Teacher
El Paso Public Renewal Program - Interviewer

Special Skills: Spanish, cello

Cynthia Luz Marquez (continued)

Community Activities: MAPA - State, county, city campaigns
El Paso Centenniel Museum - volunteer guide
University of Texas - volunteer librarian
Sponso Tri-Hi-Y Club (YMCA)
MECHA and Trinity Chicano Coalition

Leisure Activities: Chicano programs, reading, sewing, swimming, cooking

Work Preference: Prefers to work with children

Future Plans:

1. Expect to find sincere commitment to the program by the administrators as well as participants.
2. Expect to find curriculum geared toward "libraries and librarians role with the urban disadvantaged."
3. Expect to learn as many facets of library work as possible.
4. Make strong and lasting friendships with individuals involved with program.

Personal Concern

1. Relate my year's experience at Wayne State to the El Paso community, especially urban disadvantaged areas.
2. Collect and distribute information during the year to fellow librarians in El Paso.
3. Encourage librarians from El Paso to gear branches located in urban disadvantaged areas to meet the needs of their communities.

Darleen Mitchell
655 West Kirby, Detroit, Michigan 48202

Education: B.S. Business Education and Library Science
Prairie View A&M

Darleen Mitchell (continued)

Experience:	Dallas Public Library - Youth Librarian Dallas Independent School District - Head Librarian Prairie View A&M College - Stenographer and Assistant to Instructor
Special Skills:	Spanish, painting and antiquing, flute, drums, dramatic acting, writing, display, public speaking, programming and computer skills
Community Activities:	Y-Teen sponsor Young People's Choir
Leisure Activities:	Tennis, swimming, reading, sewing, chess, writing, dancing
Work Preference:	Prefers to work with adults

Future Plans:

> My expectations and concerns about the next year are many and varied. My greatest desire is to be able to work coherently with others in the program and in so doing, I feel that the task will be more meaningful. I am deeply concerned about ways in which I can better serve the disadvantaged and I do hope to gain considerable knowledge of the urban situation. I feel that there is more to a program than the mere learning of how it is to operate or function and would very much like to see the real thing which in a sense does give you a certain amount of assurance as to what to expect and not expect. I do want to share my experiences with the urban disadvantaged both socially and academically.

Evelyn S. Rollins
18995 Prevost, Detroit, Michigan 48235

Education:	B.A., English Tougaloo College

Evelyn S. Rollins (continued)

Experience:	Detroit Board of Education - Special Instructor/Librarian District of Columbia Public Library - Librarian National Geographic Society - Correspondence Dictator
Special Skills:	French, dramatic acting, writing, display, public speaking
Community Activities:	Headstart Remedial reading instructor Sunday School Teacher Tutor
Leisure Activities:	Sewing, reading, music
Work Preference:	Prefers to work with adults

Future Plans:

Now that I am really a participant in this institute, I am, I think, anxious about the idea of earning the degree. I realize there is much to learn and intensive study, inevitably must be a part.

I look forward to a year of experimentation as far as determining the role the library will play in reaching the community of the disadvantaged. I expect and hope that there will be close work between the participants in this program and advisors or instructors. I am sure that being a librarian for two years and assuming the responsibility I have, that the courses outlined for us will be of great value and interest to me. I think that the courses are very relevant to this kind of institute and I again assume that the time not spent in the actual classroom will be invaluable in relating a profession to a "responsibility".

Callie Lorene Royster
13524 Santa Rosa Drive, Detroit, Michigan

Education: B.A. Sociology
Wayne State University
Experience: Young and Rubicon - Estimator
Hutzel Hospital - Unit Secretary
Redstone Arsenal - Student Office Worker
Oakwood College Academy, Huntsville, Alabama - Secretary
Special Skills: Ceramics, needlework, piano, display, programming and computer skills
Community Activities: Hospital volunteer
Block club member
Leisure Activities: Sewing, reading, outdoor activities
Work Preference: Prefers to work with children
Future Plans:

I would expect to acquire skills that would prepare me to function within the urban community with greater effectiveness than the traditional approaches have achieved. I am really concerned as to how, during the institute, you propose to achieve your goal of making public librarians more relevant and responsive to the needs of the community. I understand that the field experience and placement in social agencies would be helpful in broadening the perception of future librarians.

I would really like to see some significant changes in traditional patterns of Institution-Community relations. I am hopeful that as a result of this institute, some seeds for change may be sown. My expectations are somewhat limited due to the fact that I have had very little practical experience in the library situation as it now exists, therefore I am not as aware of potential areas of change that might seem apparent to me had I had more exposure.

Yvette L. Shane
8903 Manor, Detroit, Michigan 48204

Education:	B.A., Sociology Fisk University
Experience:	Detroit Board of Education-Section III - Teacher Fisk University - Library Aid Office of Economic Opportunity, Waco, Texas - Dramatic Arts Director
Special Skills:	Crafts, piano, dramatic acting, writing, display, programming, and computer skills, radio-T.V. broadcasting, public speaking
Community Activities:	East Side Branch Library, Waco, Texas - Library Aid Choir
Work Preference:	None

Future Plans:

I am looking forward to participating in your library science program. From actively working in this program, I plan to acquire a knowledge in library science that should enable me to operate a beneficial library program for the public. I should develop a greater concern for the particular needs of the disadvantaged minorities as well as establish more guidelines for helping to meet these needs and any others that might arise. Because the library itself is an important asset of any community, I would like to see more services provided that could be beneficial to the advancement of these disadvantaged people. I am deeply concerned that the public libraries aren't receiving the response from the public as it should. By working in this program and devising other methods of attracting and servicing the public, my goals can be accomplished.

John Soltis
14124 Sorrento, Detroit, Michigan 48227

Education:	B.A., Psychology and Art Wayne State University
Experience:	Private Tutor Detroit Baptist Camp-Counselor

John Soltis (continued)

Special Skills: German, display, crafts, dramatic acting, writing, radio-T.V., broadcasting, public speaking, programming and computer skills
Community Activities: Church youth group coordinator
Choir
Leisure Activities: Raising tropical fish, observing nature and animals, reading, painting
Work Preference: Prefers to work with adults
Future Plans:

When I think about this undertaking for this Fall, it excites me. I feel I'm going to observe behind the scene activities of the Main Library and gain a deeper insight into the City of Detroit.

My Expectations

I will expect to talk to people - perhaps interviewing.

I expect to learn about the city I've lived in from a different point of view and the role the library plays.

I hope to have classes that I can freely participate in and feel I have something meaningful to say

I read a book called Dibs: In Search of Self which moved me. I think it was because I could observe a woman therapist gradually breaking through to a very troubled child. I can't help but think that in this program or my job experiences, I'll have similar experiences. I will be dealing with people and situations that will frustrate me at first, but if I stick with them, there will be joy in seeing them solved and overcome.

Toby Steinberger
325 Merton, Apt. 410, Detroit, Michigan

Education: B.A., Elementary Education, Social Studies, English and Science
University of Michigan
Experience: Boston Public Schools - Teacher
Sanders Restaurant - Waitress
Nemer Building Co. - Receptionist

Toby Steinberger (continued)

Special Skills: Spanish, sewing, knitting, piano, writing
Community Activities: Aliston School, Boston - volunteer in arts and crafts program
Leisure Activities: Traveling, tennis, cooking
Work Preference: Prefers to work with children
Future Plans:

From what I have learned about the program, I expect to have a lot of practical experience as a librarian and to be constantly exposed to life in the city. As a result, once I am a librarian, this background will be a great asset. As there are only twenty students in the program, I hope we will be a closely knit group.

Ann Cecile Sullivan
University of Maryland, Eastern Shore, Box 1038, Princess Anne, Maryland

Education: B.A., French and English
Kentucky State College
Experience: University of Maryland - Library Assistant
Somerset Jr. High School, Princess Anne, Maryland - Secretary
Upward Bound - Tutor and counselor
Special Skills: Sewing, display, public speaking, French, creative writing, creative dancing, dramatic acting
Community Activities: Mental Health Campaign
Bible School
Sunday School
Leisure Activities: Poetry writing, sewing, music
Work Preference: Prefers to work with teenagers
Future Plans:

I am expecting a mixture of courses and experiences in library science and sociology which will prepare me in library science while exposing me to the real problems of disadvantaged minorities. According to

Ann Cecile Sullivan (continued)

the brochure I received, I will be getting practical experience in the library and in social agencies, sharing information in seminar sessions and applying principles of sociology to the needs to be filled by the library in disadvantaged urban areas.

I am concerned with making a transition from semi-rural to urban living. And after a year's rest, I am hoping to fully regain the mental discipline required in academic areas.

Dianne Summer
120 Seward, Apt. 101, Detroit, Michigan 48202

Education:	B.A., Psychology and Sociology Wayne State University
Experience:	Wm. C. Roney and Co. - Dividend Clerk
Special Skills:	Spanish, candle making, drawing, dramatic acting, report writing, display
Leisure Activities:	Reading, painting, candle making, swimming, camping, hiking, canoeing, fishing, dancing
Work Preference:	Prefers to work with children

Future Plans:

I am very much interested in learning how to reach people through the library in order to offer them help in locating the services they require such as medical attention, welfare, and remedial reading programs. I would like to know what programs the library hopes to offer in regard to special reading courses for adults as well as children. I am also concerned with techniques that would enable the library to become involved with community affairs.

Ann Taylor
1457 Van Dyke, Detroit, Michigan 48214

Education: B.A. Humanities
Wayne State University
Experience: Detroit Board of Education - Teacher
St. Rose of Lima School, Detroit - Teacher
Wayne State University, Liberal Arts Advising - receptionist
Special Skills: Latin, commercial art, dramatic acting, writing, display, radio-T.V., broadcasting, public speaking, ballet, modern dance
Community Activities: St. Rose of Lima School - volunteer teacher in after school enrichment classes
Van Dyke Block Club
Leisure Activities: Skiing, reading, cooking, refinishing antiques, attending plays and movies, walking dog
Work Preference: None
Future Plans:

Right now, I am still feeling rather euphoric about being selected to participate in the Institute. My questions and concerns about the librarianship part of the program were answered by Professor Casey at the initial interview. I think some counseling on job opportunities - perhaps during the Spring '72 quarter - would be helpful. My other concern is choosing and completing the Master's Essay or Project in the alloted 5½ weeks time.

Alberta Thomas
2369 Glencoe Street, Denver, Colorado

Education: B.A., History and Literature
University of Colorado
M.A., Library Science
University of Denver
Experience: Denver Public Library - Library Assistant
Mile Hi Girl Scout Council

Alberta Thomas (continued)

Experience: (cont'd) Jefferson County Bank, Denver
Special Skills: Spanish, piano, singing
Community Activities: Girl Scout Leader
Sunday School Teacher
Choir
Leisure Activities: Reading, sports activities
Work Preference: Prefers to work with children
Future Plans:

1. I have many ideas or programs I would like to start at the library where I now work. I am hoping that this institute will help polish many of these ideas.
2. I expect to learn a lot from the varied experiences of the participants.
3. I expect to be aware of people much more than all the theory I could learn about library science. I have always thought that library science should be more people oriented than all the unimportant theories one normally learns in library school. To be a public librarian we should know how to get along with our patrons, make them feel important.

Janice Toler
14430 Vassar, Detroit, Michigan 48235

Education: B.A., Sociology
Wayne State University
Experience: Wayne State University - student assistant
Detroit Public Library - student page
Special Skills: Spanish, Latin, writing, display,
Community Activities: Jackie Vaughn's election campaign
Nurse Aid
Pre-school Catechism Teacher
Leisure Activities: Knitting, reading, tennis, cooking
Work Preference: Prefers to work with children or adults

Janice Toler (continued)

Future Plans:

Although I am fully aware that this Institute is new and as such faces all the difficulties of adaptation and the search for relevancy, I do have some expectations. I would be deeply disappointed if this program did not help increase my awareness of the needs of the poor and show me some of the various ways of using the library to help develop the potential of undeveloped resources of the poor.

William L. White, Jr.
3203 Pasadena, Detroit, Michigan 48238

Education:	B.A., Sociology Wayne State University
Experience:	Federal Aviation Agency, Detroit Metropolitan Airport - Air Traffic Controller Family and Neighborhood Services - Group Worker
Special Skills:	French, woodworking, drums, public speaking
Community Activities:	Voter Registration Drive Volunteer work with neighborhood youth Block Club Vice President
Leisure Activities:	Photography, outdoor sports, automotive mechanics, reading, woodworking
Work Preference:	Prefers to work with children or teenagers

Future Plans:

Inasmuch as this is an experimental program, I'm not quite sure what to expect. However, I'm very much anticipating stimulating sessions in the seminars and field experience portions of the program. If our comments regarding our expectations and concerns will be again solicited at a later date, perhaps then I'll have something to say.

Wayne State University
Department of Library Science

The American Public Library, 1971

A summary fact sheet for instructors and lecturers at the USOE Institute on Public Library Service to the Urban Disadvantaged

Libraries collect the human record in print, audio, visual, or electronic form. They organize this record in terms of the needs of their clientele, and they retrieve from it, in order to make the record widely available.

Unlike school, college, or special libraries, which have particular primary clientele and specific purpose, public libraries traditionally aim to serve everyone in the community from pre-school to old age, from the illiterate to the most highly educated, from the poor to the most affluent. In fact, however, studies reveal that public libraries usually reach from 10 to 25 per cent of their potential users, and that their users are mostly white, middle-class people, economically stable, if not affluent, college, or at least high school graduates. More than half the users are students, engaged in formal education.

Despite its middle class orientation, the public library has a long history of service to the poor, as an informal "people's university."

Many American public libraries began as agencies for the education and "uplift" of mechanic and mercantile apprentices - young men who had come into the cities from their farm homes to work in factories or businesses, in need of basic education and wholesome leisure activities.

During the period of mass immigration from Europe, public libraries, especially in the large Eastern seaboard cities, were heavily used by the new Americans for self-education and acculturization. During the depression of the twenties and thirties, the public libraries were a haven for the unemployed who sought shelter as well as an opportunity to use time productively.

Under W.P.A., the federal government, for the first time, entered into support of public libraries by providing funds to employ the jobless and to construct new buildings. Although support and control of public libraries continues to be primarily local, the federal government has expanded its depression support.

Library Services Act of 1956, amended to the Library Services and Construction Act of 1964, 1966, and 1971, provides matching funds to the states for the establishment and improvement of public library services. Funds are channeled through state libraries according to long-range state plans. Approximately half of the states also contribute state aid to the support of local public libraries.

The major public libraries in the United States were traditionally in the large cities, although as early as the first decade of the twentieth century, county libraries were organized to extend service to rural areas. For the last twenty years, there has been a growing movement to establish public library systems - large administrative units, consolidating several smaller libraries, extending the resources and services of the major libraries and providing a regional base for support and administrative control.

Despite the movement toward consolidation, many major public libraries in core cities are presently finding themselves in serious fiscal crisis as library costs rise, the range of materials increases, and the tax base of the city erodes. Suburban areas are frequently over-extended to provide basic services for their own residents, and are unwilling to contribute to the support of core city services, including library services,although suburban residents continue to depend upon the research resources of the major libraries which cannot be duplicated.

Core city public libraries are now seeking ways to cope with their eroded support, and also to find new patterns of service meaningful to their potential clientele - the less educated, the poor, the minority groups with little tradition of reading or library use, as well as the aged, the handicapped and the institutionalized. Along with all other libraries, they are affiliating with networks at the local, state, and national level to insure the free flow of resources.

The major concerns of urban public libraries today are:

1. New patterns of service relevant to the poor.
2. New administrative, financial, and intergovernmental political structures to correlate city and suburban library service.
3. The development of networks to coordinate resources and services in all types of libraries.
4. The use of new, non-print media and electronic methods for the organization and retrieval of information.

Urban Public Libraries
Selected Readings
November, 1971

Edwards, Margaret. *The Fair Garden and the Swarm of Beasts, the Library and the Young Adult*. New York, Hawthorn Books, 1969.

Libraries at Large: Tradition, Innovation, and the National Interest. New York, Bowker, 1969.

Library Networks, Promise and Performance; the Thirty-Third Conference of the Graduate Library School, July 29-31, 1968. Edited by Leon Carnovsky. Chicago, University of Chicago Press, 1969.

Long, Harriet G. *Public Library Service to Children; Foundations of Development*. Metuchen, New Jersey, Scarecrow Press, 1969.

Martin, Lowell. *Library Response to Urban Change*. Chicago, American Library Association, 1969.

Nelson Associates. *Public Library Associations in the United States*. Chicago, American Library Association, 1969

Public Library Association. Committee on Services to the Functionally Illiterate. *Public Library Services for the Functionally Illiterate; A Survey of Practice*. Chicago, American Library Association, 1967.

Public Library Association. Committee on Standards. *Minimum Standards for Public Library Systems*. Chicago, American Library Association, 1967.

The Public Library in the Urban Setting. Edited by Leon Carnovsky. Chicago, University of Chicago Press, 1968.

USING A PARTICIPATORY LEARNING APPROACH

by

Robert M. Smith, Director
University Center for Adult Education

I. Participation Training

As promised in the initial proposal, the director and co-directors of the institute on Public Library Service to the disadvantaged endeavored to employ what can be termed a participatory learning approach. The central idea of this approach was to put maximum feasible responsibility for learning on the learner (rather than on the instructor or on materials). Unless the prospective learners have experienced this approach and have developed the necessary minimal skills, they usually require training--experiences in "learning how to learn" in groups. One tested design for accomplishing this purpose--training adults to learn effectively in small groups--is Participation Training.

Participation Training was developed in the 1950's at Indiana University by Paul Bergevin and several associates. As a collegue of Dr. Bergevin, I used it extensively in the late 50's with public library personnel and at that time described several experimental programs conducted in Indiana in half-a-dozen articles in library journals. A more recent article in Adult Leadership (September, 1969), details "Some Uses of Participation Training" and contrasts it with the better known "T-Group" experience. The article cites several similarities in the two training designs and identifies the principle difference as the greater amount of structure provided by Participation Training.

When a group of from eight to 16 persons undergoes participation training they are instructed by a "trainer" (or "co-trainers") who is experienced in this approach and qualified to help others to learn to use it. Through a series of discussions, problem solving and planning sessions the group members are to develop or increase their discussion and planning skills, their listening and verbal communication skills, and their understanding of what makes for productive group learning activities. During some 12 to 24 instructional hours of their training, they usually "jell" as a cohesive, mutually supporting "group" that can accomplish a task efficiently and in a manner that permits individual wants and needs to be met simultaneiously. They learn to give and receive verbal feedback, to accept responsibility for lapses in "teamwork" and to get in the habit of following periods of group learning activity with periods of "process analysis" (called "critiques") in which they analyze such matters as "What went wrong? What prevents us from functioning more effectively?, etc."

II. Participation Training in the Institute

Although it was perhaps not adequately clarified as to its implications for teaching and learning styles, the decision was made to use a participatory learning approach in the Institute. It was felt that the relatively intelligent and presumably motivated students drawn to the program would respond positively to this approach and be capable of benefiting from it. Central to the building in of a participatory approach was about 18 hours of Participation Training. This training used a design which required the twenty participants to spend the bulk of the contact hours in subgroups of ten. The training was a part of the initial course on "Librariess and Cultural Change" and took place during the first week of the Institute.

Group members choose their own agenda ("topics" and "goals") throughout Participation Training. When the training constitutes the first phase of a longer learning experience, the topics identified and dealt with have a tendency to flow toward the upcoming course (or whatever) as a whole.

which is to say, that the Institute staff anticipated the students' discussing primarily such matters as "Expectations," "Our Needs and Goals vis a vis Our Year Long Program," etc. This expectation proved to be a warranted one. Furthermore the staff believed itself to be on target when a pre-Institute survey of expressed needs brought out the fact that at least some of the students were looking forward to "learning cooperatively."

The participation training emphasized discussion and communication skills, problem-solving and the giving and receiving of feedback. It played down planning procedures. The major written resource used was Participation Training for Adult Education by Paul Bergevin and John McKinley (Bethany Press, 1965) As regards reaction to the training program in September both the participants (Institute students) and the trainer (Robert Smith) reported general satisfaction that it "had gone about as well as could be expected."

III. Some Effects, Pluses and Minuses

Participation training apparently constitutes a useful way to begin the Institute. It served as a way for the twenty Institute participants to get acquainted and to assess the resources contained in their own group. It gave them a chance to share misgivings, hopes and aspirations. Many of the individual participants apparently acquired skills and insights from the training which should prove useful in their work as librarian with community groups. The quality of the planning and problem solving sessions occurring later in the Instutute appears to have been positively affected by the training. One or two "militant" or "radical" students appear to have sized up the training as a "tool of the Establishment" -- a token relinquishing of the power and authority inherent in university instruction. They accordingly may have endeavored to turn the training against their real or imagined "oppressors" by subverting it. The results of their efforts appear to have been inconslusive.

As concerns the shortcomings the training provided, it

(1) appears to have been insufficient in length and depth to overcome the inherent competitiveness of graduate study; so that a "true spirit" of cooperative learning never came to pass, if it were indeed ever reasonable to expect that it would.

(2) probably should have been given to faculty and staff as well as to students. The results of training students only encouraged:

   a. conflicting expectations among faculty and staff with regard to permissible and desirable student input into curriculum modification.

   b. conflicting notions as to the limits and parameters of student responsibility and decision making power.

IV. Implications and Recommendations

A. Regarding Preservice Education

1. Though it will soon be twenty years since Participation Training first was put into service, the method remains a useful, economical way to accomplish certain ends desirable in group learning situations. When Participation Training is used in special, experimental programs such as the disadvantaged institute, those trained should include all persons actively involved: faculty, students, administrative staff, support staff, even resource persons if feasible.

A. Regarding Continuing Education

2. Participation training has proven useful as a first step in the installation of an inservice education program in a medium sized or a large library (or in a program in which several small libraries collaborate). It is a way to unfreeze old habits, patterns and procedures in conjunction with introducing planned change and organization development.

In summarizing the use of Participation Training in the experimental curriculum was defensible and desirable, both as a way of fostering cooperative group learning, and as a way of imparting skills in group dynamics necessary for librarians who serve the disadvantaged. However, the implications of participation training are far reaching for both learning and teaching style and need to be carefully assessed and planned for.

THE FUTURE OF URBAN AMERICA

by

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(Lecture Delivered to "Public Library and the City"
Course, November, 1971)

The future of America's cities will be determined, like their past, by the cultural forces and factors of the society. Just as our existing cities and emerging urban regions are the result of the technology, the institution and the values and attitudes of our people, so too will be the urban areas of the coming decades. No people can escape the impact of its culture, and the urban forms we have created are both the products of our culture as well as the new cultural elements that have their own reciprocal influence on the future.

In the past, quite obviously, technological factors were preeminent in forming the city. In order for cities to grow to their present magnitude and population, inventions and discoveries in medicine, sanitation, transportation and agriculture were essential.

Without the steam locomotive, the large industrial city could not have been possible. Railroads brought people and raw materials to the cities and dispersed finished products to the rural reaches of the country.

Likewise, huge cities in America and elsewhere would have been impossible without the great public health advance of the ninteenth century.

Also important in shaping the commercial and industrial cities of the present was the mechanization and electrification of the farms, which permitted fewer farm workers to produce more and better food to sustain the ever increasing masses in the cities.

During the roughly ninety years between the beginning of the Civil War and the end of World War II, America's cities grew in size and in people. Since the end of World War II different things have been happening to these central cities.

The time has come for us to raise the ultimate question about our cities: Do we still need them? Who can or will or must live within them? Can we live without vitally alive central cities? At what price? Are we willing to pay that price?

I raise these hard questions because it is my hypothesis that America's central cities are in process of changing their function. They are changing from being the centers of social, political, economic, cultural, educational life to being merely catchment areas for the old, the poor, and those nobody else wants or even wants to see. The central city, I suspect, is where we plan to house the Other America, with the hope that 'out of sight is out of mind'. Now that the poor have been rediscovered, they must be hidden away again.

I do not believe this changeover of function of the central city was done by design or deliberately by the working of diabolical individuals. I believe it has begun to occur as a result of the working out of the basic values of the society which most of us accept and apply. In other words, what's happening to the central city is the result of the unfolding of social, economic and political factors that run deep in the nature of our soceity.

One of these social factors has been the development and widespread usage of the automobile, surely an innocent enterprise, but powerful in its consequences.

The car gave an endless mobility to Americans. Its mass production and subsequent inexpensiveness put it within reach of all but the poor. Indeed, automobile production in America is rising faster than the growth of human population these days.

The car allows anywhere to become somewhere to somebody. The suburbs blossomed as a direct result of the car. Without the automobile urban growth would have had to follow the limited lines of mass transit or not occur at all.

Those central cities that had and maintained a mass transit system before the widespread use of the car were able to hold more of their population, particularly along the transit lines, and also to maintain their downtowns. Cities without such transit systems have suffered. It will be interesting to watch San Francisco to see if its Bay Area Rapid Transit can hold and attract population and help maintain the central city.

Detroit not only did not have a mass transit system but also had flat terrain without obstacles to spread out growth when mass use of the car occurred. And of course, there is a special deference and preference for the car in the motor city. Accordingly, it may be in the worst shape of all large central cities insofar as holding its population and enterprises is concerned. Its people and business have uninterruptedly been flowing in all directions without the anchor of a mass transit structure to hold them and to support its downtown. Downtown and the inner city have been left to the old and the poor and those who prey on them. It is no wonder that one inner city resident was robbed nineteen times. That's merely symptomatic of what will happen as the centrifigal exodus of black and white people able to move away continues.

It might be possible to create a chart comparing central cities across the country on the basis of mass transit systems and ease of expansion. We might be able to rank cities in this way. Transporation has been and is an important factor because it determines what people can and cannot do.

If a city had only pre-motor car transporation, growth would have to follow its pattern. Such a city would be ethnically, economically, and racially mixed even though it would probably have its neighborhoods separated by race, class, religion and nationality. Such a city would be much like the American city of the late nineteenth and early twentieth centuries.

The motor car has made the difference. It provided the mobility that has reshaped the American city. Without the car people had little choice about abandoning the central city; with it they can follow their racial and class biases, and they have been doing so for the past twenty-five years.

In some ways, of even more critical importance than transportation in determing the future shape, composition, distribution, and life quality of urban America has been and will be the attitudes of Americans towards race and poverty. More than any other factors, these two will condition what we can and cannot do in the days ahead.

It is no secret that America carries the albatross of white racism around its neck. Our prevailing, culturally entrenched attitude of white racial superiority has already patterned the American central city and the urban region into the segregated areas they are. Add to that racism our moralistic, condescending, punitive attitude toward the poor and the disadvantaged of both races, and we have a pair of social factors that will shape the contour of urban America. These factors determine the movement of people; they influence the choice of schools; they dictate peoples' notions of housing, recreation, social service and a host of other things. These attitudes of the white, middle class majority about race and poverty will decide how the American urban region grows and changes in the years ahead.

These factors of white racism and what I choose to call middle classism have already left their imprint on the emerging metropolitan region. Throughout the country, the urban region shows a concentration of the black, the poor and the old in central cities, with the surrounding suburbs largely white, middle class and young. The region is sharply segregated with respect to both race and class. Most suburbanites want no part of the poor, the black and the old who were left behind in the central city.

This division of people of the urban region by race and class has left the central city increasingly a place inhabited by those unable financially to maintain it or to provide the essential services they require and which the daily influx of non-resident commuters demands. If the present population trend continues, one need not be a prophet to predict the future of central cities, or of the urban region.

Physically we may expect central cities to continue to deteriorate as sheer age and obscelescence take over, and as fewer and fewer people remain who have the will and the financial capacity to maintain property. Moreover, the city government's ability to conserve and improve as well as to replace public facilities will diminish as its tax base declines and as costs of labor and materials rise. In the days ahead, unless a reversal of trend occurs, we may expect that the streets of the central city will have larger chuckholes longer, that there will be more boarded up buildings, that garbage and litter will be collected less frequently, that the city will look more and more drab and dirty. In all ways the central city will suffer from a lack of maintenance that will be rooted in financial inability. The downward spiral will accelerate.

Financially, we may expect the central city government to reach a point soon of utter desperation if not bankruptcy. Costs of government continue to climb; manpower and materials are more expensive; more city employees are necessary, especially in the fields of crime control, health care, fire protection, public education, city services. Against these fiscal requirements, the central city's property tax base steadily diminishes. If the property tax is increased to offset the erosion, it strikes people least able to pay: the poor, the aged, those on limited, fixed incomes.

Those who can move away to avoid property tax increases do so; such people are even more apt to leave if there is a municipal income tax, or if local excise taxes are imposed. Not only do individuals move to other communities, so too do businesses, especially the small ones that have little or no capital investment to hold them, and that are presently tied only by a lease. When that lease expires, pressed by the pressures of crime and less than perfect school system, and prompted by the lure of increasing their take-home-pay by the mere act of moving away, many do so. Such departures further reduce the central city's ability to meet its fiscal requirements and erode the hope of those who cannot leave.

Educationally, the central city is caught in the perplexing dilemma of having to provide a higher quality of education than ever before. This better education is required because of overall societal demands for greater skill and because of a larger disadvantaged population to assist. At the same time these mounting requirements occur, the city's revenue resources to build new schools, to reduce class size by hiring more, good teachers, to provide skilled remedial specialists and programs, have declined and are spiraling downward. There is a real question in central cities whether there will be sufficient money to operate the public schools on a full time basis next fall.

Politically too many changes can be anticipated in the next several years. Unlike the other changes just described, those expected in government cannot be viewed as necessarily unfortunate or undesirable. They will rather reflect the changes of population composition we see beginning to happen now. We may expect that the white middle class will soon have largely departed the central city, especially families with children. Remaining will be only small clusters of white people who can afford the luxury of living in the upper middle income oases of the central city, or who can afford to send their children to private schools.

Over the coming years we may expect a growing stream of black middle or upper middle income families to flow into the suburbs, leaving behind them a central city population that is black and white and that ranges from very low income to the poverty level.

Whether all black or mixed white and black, the political leadership of the central cities in the years ahead will not have an easy time of it. As we have learned from Cleveland, Gary and Newark, where there are black mayors, the stubborn urban problems of inadequate financing, police-community relations, housing, recreation, crime, drug abuse, pollution, do not evaporate just because the skin color of the government leadership changes. These problems persist, and they seem to be getting more complex and dangerous, regardless of the leadership.

One consequence of these problems is that affluent suburbanites, black and white alike, will skirt the central city. They will actually drive around it rather than through it for fear of inadequate streets, crime, insufficient services. Buildings and businesses will have been abandoned at great cost. The treasured attractions of the central city: the art museums, the libraries, the universitites, the churches, the sports facilities, the shops, the riverfront, all these will be bypassed and will be rebuilt elsewhere at immense expense. With each additional withdrawal of people, businesses, money or hope, the central city sinks one notch lower into physical and social decrepitude. And as the central city declines, its remaining residents, the black and white poor and aged, become more and more hopeless.

It is within this real, tension-ridden context that we must evaluate all proposals for refashioning the urban region either physically or administratively. Two proposals particularly have surfaced recently and seem to have caught the fancy of those who want the urban region to fit their ideal image.

One proposal is to create so-called 'new towns' at the periphery of the present urban region; the other proposal is to establish a regional government to permit more centralized planning and effectuation. Neither proposal is attuned to the harsh reality of white racism and middle classism, but that has not inhibited their proponents. One of these proposals is also questionable on other grounds, even if it were politically feasible.

So long as the prevailing attitudes of white racism and middle classism dominate our social institutions, there is no practical way 'new towns' can succeed. 'New towns' cannot succeed on any but an expensive, token basis so long as the overwhelming population of the suburbs holds to its racial and class attitudes and values. Most suburban people view central city residents with suspicion, hostility and fear; they don't want the balanced racial and socio-economic population mix that characterizes the ideal 'new town'. And they have the political power to prevent it.

Nor do many black people in central cities want to be transplanted away from their social ties and cultural facilities all the way out to suburbia. Some black leaders even suspect that the efforts to create 'new towns' are part of a white conspiracy to move blacks out of the central city either to diffuse their growing political power or to acquire the valuable land there. As one eloquent black lady phrased it at a public hearing, "We don't want to be removed to the suburbs - we know".

Our land is valuable. We know what urban renewal has done; its removed black people from the central city. We know what your're fixing to do. You aim to move us out there and take our land. We don't want to go. We want to make our neighborhood into a new town now."

If, then, on the receiving end as well as on the going end there is deep suspicion about the 'new town' concept, it isn't likely to materialize except as an expensive, token gesture in a few places of what we might do if we were not inhibited by our own attitudes.

Nor is the hostility to 'new towns' only related to race. Neither the white nor the black middle class wants to live with impoverished, undereducated, unemployed and sometimes unemployable people of whatever race. Unless the 'new town' restricts its residents to the middle class and above, it will be difficult to find a sufficient population to live there. To be sure, a token 'new town' might be built adjacent to any central city or nearby, but to view the 'new town' as the large-scale means of reshaping the urban region is naive.

Regional or metropolitan government is another concept that cannot be achieved because of white racism and middle classism. Except in a few unusual situations where the urban population is so homogenous, or where other circumstances may be so compelling, the current thrust toward developing a new layer of government above the level of cities, townships, villages and counties, just will not succeed.

Neither the majority of the residents of the white, middle class suburbs, nor the majority of the black residents of the central city wants a new governmental echelon that will lessen their respective authority over the present jurisdictions. White, middle class suburbanites just don't want to relate to a black and poor population. If they fear anything more than racial integration, it is that they will have to take over the central city and pay for solution of its problems. They view the black and white poor left behind in the central city in negative terms. They stereotype them all as lazy, drunken, prone to crime and violence. While there may be some residual feeling that these people of the central city should perhaps be kept from utter starvation and disease, they would not be welcomed as fellow citizens in a regional government. Besides, the numerous suburban communities relish their relatively small size and their local political autonomy.

From the other side, the opposition to regional government is equally intense. Central city blacks view attempts to create a metro government, or regional authorities beyond their reach, as a gigantic plot on the part of the always exploiting white to prevent them from achieving control of the central city just at the time it is about to happen. A growing number of black people have become numb to the concept of racial integration; they want only the opportunity to live in peace and with the same quality of life white people enjoy. They are not about to be lured away from central city power, which is within their grasp, for the sake of the presumed efficiency and administrative rationality of a regional government. After all, nobody else in history ever put these academic values ahead of political power. White racism and middle classism will prevent formation of metro governments in most urban regions of America.

It should be clear that the predicated failure to achieve regional governments in most urban areas does not necessarily mean that these areas must grow in unplanned, helter-skelter fasion. There is an alternative approach to regionalism which some of us see as not only politically more acceptable, but which is also preferable in terms of such other values as the enhancement of local governments, voluntarism, and local citizen accountability. That alternative is the council of governments.

The council of governments is a voluntary association of local governments of a region, supported by dues and grants, designed to plan, coordinate and implement those actions the member governments decide they want. Although councils of government have weaknesses, they also have significant strengths, chief of which is that they are possible and are mostly viewed as non-threatening to the autonomy of local governments, large and small. Evidence from several regions, notably Washington, Atlanta and Detroit, suggests that councils of government do have the ability to undertake projects of major magnitude and importance to the region. In Detroit, for example, the Southeast Michigan Council of Governments, SEMCOG, serves as the regional review and comment agency for nearly all state and federal grants coming into the region. Daily, SEMCOG provides technical assistance to the governments of the region in the areas of planning, education, public works, data processing, public safety, social services, and manpower utilization. SEMCOG is currently engaged in several region-wide action studies in transportation, solid waste disposal, pollution and drug abuse control. Both member governments and non-members will consider recommendations that will result from these action studies.

Once it is understood that they are not governments, councils will be in an even better position to involve the local governments of the region. In a practical sense, councils of government permit intergovernmental cooperation and coordination within the existing context of a divided region. Although that is not their only virtue, it is one that is presently indispensable for any constructive kind of regional planning and effectuation.

As we observe the present conditions of urban America and look toward the future, it becomes increasingly clear that national public policy must address itself dynamically and dramatically to the two fundamental problems of this society: white racism and middle classism. These attitudes, which have become thoroughly institutionalized in all the structures of the society, lie at the heart of significant social change and of the possibility of a more rational urban environment. All our other urban needs become secondary. Certainly, we need low income housing, recreation spaces and places, more adequate health and hospital care, better quality education, much more money to permit central cities to maintain essential services. All these things we need urgently, but we will not get them, or we will not get enough of them until we change our ideas about and our actions toward black people and poor people. Note some of the central city programs that have failed in recent years, or at least not succeeded as expected, because of white racism and middle classism.

Urban renewal has been a cruel mechanism that hurt black people and poor people and benefited land developers and their affluent new tenants. Relocation efforts in urban renewal have been dismal, bureaucratic absurdities, limited by the ever present factors of white racism and middle classism. However well intentioned, urban renewal did not and cannot work constructively as long as these factors persist in our society.

The so-called anti-poverty program, hitherto heralded as a 'war against poverty' was never that; it was a farce to most of the poor. At best it was a middle class program in concept and in actual operation that sought merely to help a few more poor people in benign social service ways. It never addressed itself to the institutioned causes of poverty. It is now being diminished and possibly dismantled.

The model neighborhood program too is in danger. Some proponents have had naive notions of instant success to undo the exploitation, ignorance, and arrogance of centuries of white racism and middle classism. The model neighborhood approach, with its stress on direct citizen participation, is a sound one, but it requires considerable patience and quiet assistance to make it work. If we do not expect too much too soon from the citizens of the inner city, if we can appreciate that they too have the same foibles as the middle class whites of suburbia, if we really are desirous of assisting them to upgrade the central city, then the model neighborhood program can succeed. It won't happen in a year or even in the five we anticipate. It will take a decade or two and more sustained money than we may be willing to invest. The real question is whether the majority of middle class, white people will permit the huge allocations that are necessary to revitalize central cities.

Two overwhelming tasks confront us in our attempt to plan and build rational urban regions in which people can live better quality lives: 1) we must assist the people of the central city to strenghen their own skills and knowledge as they try to maintain its services and upgrade its property; 2) we must end white racism and middle classism in order to attain an open society wherein people of the central city will be able to move into the suburbs if and as they choose, and wherein suburbanites will not continue to fear the residents of the central city.

If neither of these objectives is achieved, the future of urban America is easy to predict. It will be a future of extreme polarization along lines of race and class, with growing alienation of central city residents toward the rest of society and its entire socio-economic system. Utter hopelessness on the part of these central city residents could result in a continuing guerrilla violence that will destroy our society.

If we only upgrade the central city, but do not end racism and middle classism, then we will still have polarization, but central city residents will have an improved environment in an apartheid society. How long they will settle for a gilded ghetto rather than an open society is a question that cannot be answered now. The important point is that race and class would still be factors determing the nature and shape of the urban region.

Urban regions across America are growing daily. They are increasing in population and expanding in various directions to accommodate their growth. But this development is being shaped negatively, by fear of the people in the areas just abandoned. People are on the run from each other; white from black, middle class from lower class, each anxious to separate himself from those he fears and from those he believes will identify him at a lower prestige level than he desires or believes he deserves.

If white racism and middle classism continue as part of our cultural heritage, then America's urban regions will grow in the illogical and inefficient manner they have over the past decades. Indeed, it is most likely that this will be the direction we take; attitudinal and institutional change requires too much strain, and most of us aren't really hurting from the status quo. Only belatedly do Americans understand what they ought to have done, and then often it is too late to do it properly.

Although time is running out, it may still be possible to develop our cities in a rational, planned way. But, first of all the political and business leaders of America must decide whether they want to save the American central city to perform its traditional functions, or whether they want it to become the repository for the old, the poor, the uneducated, the alienated. It should be understood that the decision to revitalize America's central cities can no longer be made by their own local political leaders. No longer do they have the political or financial power to succeed by their own initiative.

If America's leaders, influenced by its people, decide to revitalize the central city, they will have to change both their attitudes and the structures of our institutions; they will also have to be prepared to invest huge sums of both public and private money to back-up their commitment. It will not be sufficient merely to mouth again the platitude that our cities are in crisis and must be saved. We heard those pieties during the previous decade. If the urban situation of continuing decay is to be reversed, many actions must occur.

Cities with existing mass transit systems will have to receive additional money to modernize them. Cities, like Detroit, without a mass rapid transit system, must quickly have money made available to construct such a system. It should be evident that no central city can be made to function effectively unless it has a transportation spine or skeleton that serves to stabilize business and population movement.

The private business sector of the country must invest large quantities of money in America's central cities. In cities like New York and Chicago this has begun to happen. Elsewhere it not only has not happened, but some business leaders are instead developing giant tracts of suburbia into shopping centers, luxury housing developments, office complexes, indeed, entire counter cities, inevitable alternatives to the growth of the central city. It is ironic that some of this new economic investment is being made in racially segregated white communities, which underscores racism and persuades black people that whites mean to abandon the central city, and that they ought to do likewise. It is even more ironic that some of the suburban investors are major automobile companies.

Not only must private enterprise invest in the central city instead of moving out, so too must state and national government. We require governmental investment of the magnitude of the Freedom Budget proposal of a few years ago, in order to revive the physical facilities of the central cities: schools, houses, streets, drainage, water and sewer systems, public buildings of all sorts. Nor can this public investment be merely for a small, circumscribed area of a Model Neighborhood. Increasingly, the characteristics of the entire central city qualify for Model Neighborhood funds. We run the risk of attending only to downtown development while our residential neighborhoods slowly decline and deteriorate and their residents silently move away.

We need new public hospitals to handle the health care needs of central city residents. We must make the central city a clean, safe, attractive, pleasant place so that peoples' faith in it will be restored and they'll want to continue living and working there.

We need a drastically revamped public educational system. Families of every race, religion, nationality abandon the central city because they recognize that they have not one chance to give their children the best educational opportunity available.

I have only scratched the surface of needs of the central city that must be met, if it is to be revitalized. This public and private investment -- and there is a political interrelationship between the two -- this investment must happen soon, before the decay of the central city becomes irreversible.

1972 is a presidential election year. I would hope that the political campaign for the presidency and for congressional seats will focus on the conditions and the consequences of America's central cities. No concern is more fundamental to the future of American people. At issue is whether we live as a divided society with the new American minority enduring life inside the central city and the rest of us enjoying life outside, or whether we build a new unity that encompasses and assists those we have been avoiding, escaping and rejecting back in the central cities.

Hopefully by next year we will have been finally withdrawn from southeast Asia and ready to address ourselves to our ancient but ever present enemies; poverty, racism, crime, disease, pollution, ignorance, decay. Unless we commit ourselves as a unified nation to attack these evils, we will have irrevocably lost the American central city. Not only will the physical city have been lost; so too will its millions of black, poor and old residents who are trapped therein. America will have proved that it too contained the fatal flaw of unconcern for all its people, which is what ultimately destroyed other societies of the past.

DIGEST OF AN
EVALUATION OF AN INSTITUTE TO PREPARE LIBRARIANS AT THE MASTER'S LEVEL TO SERVE THE URBAN DISADVANTAGED

By

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The purpose of this study is to evaluate the effectiveness of the various elements in the USOE Institute on Public Library Service to the Urban Disadvantaged as they were related to the goals of the program as outlined below:

1. Understanding of the informational and cultural needs of the disadvantaged, especially the black urban poor.

2. Understanding of the informational needs of social and governmental agencies serving the disadvantaged.

3. Insight into the City, its organization both at the official, bureaucratic level and the less overt but equally powerful grass roots community level.

4. Understanding of the public library as a social institution and as one distinctive facet in the City's communication network.

5. Insight into the quality of life lived by individuals and groups within the City: the various ethnic and cultural groups; the social agencies, official and unofficial, public and private, which make the "engine of the city" run.

6. Insight into the dynamics of protest, revolution and social change. The equation between violence, aspiration, expectation and frustration

7. Information on how other professions are adapting their skills to the needs of the urban poor, and relating to social agencies in the City.

The evaluation does not concern itself with the level of proficiency for specific library skills which were a major element of this program. Rather, it approached the evaluation from two fundamental areas:

1. The changes in attitude perception, etc. -- relating to the various inter-related aspects of the goals (authority, social change, the urban disadvantaged)

2. Changes in awareness and comprehension of the actual workings and dynamics of the City.

The content of this study, while a necessary part of the evaluation process, must not be the sole measure of the Institute's success and relevance. It is but one instrument through which information and input will be gathered in making a total evaluation of the program.

Methodology

The evaluation and analysis relating to this study was divided into three basic phases, the pre-test phase, the interim-observation period and the post-test phase. The phases were particularly designed to provide maximum coverage of progress and events throughout the length of the Institute Program as well as to measure all relevant academic changes relating to urban dynamics. A description of each of the three phases is as follows:

Pre-Test Phase

The pre-test phase consisted of an oral interview and written questionnaire administered to each of the 20 USOE students. It was designed primarily to elicit responses which would reflect attitudes and perceptions of urban agencies and the urban disadvantaged, and what relationship they had to the role of the public library and to reveal a level of comprehension of urban dynamics and the actual workings of the City.

The questionnaire dealt with such areas as socio-economic background, knowledge of the City, perceptions and values of education, attitudes of social change, the problems and rewards of a public library career and attitudes toward various elements of public library work. The interview dealt with socio-economic background, personal goals and aspirations and perception of the urban disadvantaged. Both tools were designed to establish a data base from which future conclusions could be drawn.

So as to provide for a comparison between the USOE Institute and the regular library science curriculum, a volunteer control group of library science students was solicited. A total of 12 students volunteered and they were given the same materials. In both the Institute and non-Institute groups, attempts were made to gather all pre-test data as early in the Fall Quarter as possible.

The universe of students (20 in the Institute group, 12 in the Control group) must be considered small. The universe was even smaller during the final analysis since those students who did not respond to the post-test questionnaire were not included in the final group. The final group consisted of 12 Institute students and nine Control group students. The latter composition typically created large percentage changes when differences were noted between the pre-test and post-test responses. For example, in the case of the Control group, only two students changing their minds between pre-test and post-test made a difference of 22 per cent.

Interim-Observation Period

The interim-observation period covered the majority of the year. It consisted primarily of visits and observations of a number of Institute related activities, including class sessions, the Seminar on the Functionally Illiterate Adult, the mid-year evaluation luncheon, student-faculty discussions as well as the sessions devoted to the development of an experimentation with the library game. Informal discussions and contacts were also made with a number of Institute students to gather feedback on program relevance.

There was no attempt to measure the activities and classes during this period since establishing appropriate criteria was beyond the scope of the evaluation. Nevertheless, whenever possible, notes were taken, recorded and filed for potential input in the final evaluation.

Post-Test Phase

This phase primarily consisted of a re-administering a revised pre-test questionnaire to both student groups.

The post-test questionnaire contained a part which specifically called for an evaluation of various elements of the USOE Program by each of the Institute students. These elements ranged from the ability of the guest speakers to understand the role of the library to the value of the field experience gained at social agencies.

Aside from the addition of the program evaluation section, the post-test questionnaire was essentially that one given in the pre-test. The response scale was also the same so as to provide a mechanism for efficient comparative analysis.

Student Socio-Economic Profile

As stated previously, portions of the interview and questionnaire gathered socio-economic data which produced a profile for both the Institute and non-Institute group. The following table summarizes the socio-economic data gathered on the two groups.

SOCIO-ECONOMIC PROFILE OF USOE INSTITUTE AND CONTROL GROUP STUDENTS

	USOE Institute	Control Group
Average Age	27.6	27.9
Racial Composition	60% Black, 10% Mex.-American, 30% White	100% White
Male-Female Composition	85% Female	85% Female
Academic Background	92% B.A.,8% B.S.	100% B.A.
Average Years of Education of Household Head	9.6	11.4
Sources of Income	91% Wages and Salaries	88% Wages and Salaries
Housing Condition	50% Good to Excellent 40% Fair 10% Poor	83% Good to Excellent 17% Fair
Neighborhood Condition	10% Superior 60% Nice-Clean 30% Neat but Run Down	50% Superior 50% Nice-Clean
Average Family Size	4.6	3.2

Summary of Data Conclusions

Socio-Economic Profile

The Institute group came from a lower socio-economic status than did the Control group. The Control group was 100 per cent white while the Institute group was 60 per cent black, not including ten per cent Mexican-American.

Library Work with Urban Disadvantaged

The Institute group as a whole felt that library work with the urban disadvantaged would be positive and remained consistently strong throughout the program. About 80 percent of the Control group felt positive toward such work in the pre-test while 100 per cent felt positive in the post-test.

Library Problems and Rewards

The Institute group felt that relating to the disadvantaged would be the problem in the pre-test but felt the system was the problem in the post-test. The Control group felt consistently that the problems would be in relating to the disadvantaged. Both groups listed personal satisfaction as high as their list of rewards.

Urban Dynamics Sensitivity Scale

Authority - The Institute group revealed definite mistrust and suspiciousness of authority in the pre-test but moderated somewhat in the post-test. The Control group was more positive toward authority in the post-test and increased its positiveness significantly in the post-test.

Social Values - The Institute group had an obvious social and poverty orientation in the pre-test which increased in intensity in the post-test. The Control group was less socially and poverty oriented on the pre-test and showed a slight increase in orientation in the post-test.

Social Change - The Institute group showed significant dissatisfaction with current social change efforts and intensified their feelings in the post-test. The post-test also revealed a slight increase in those students who favored civil disobedience and violence as social change methods. The Control group was initially significantly dissatisfied with current social change efforts but moderated in the post-test.

Urban Disadvantaged - The Institute group remained consistently sympathetic to the plight of the disadvantaged In the pre-test the Control group was substantially less sympathetic toward the disadvantaged but grew sympathetic in the post-test.

Role of the Public Library - The Institute group was dissatisfied with the role of the library on the pre-test and grew more dissatisfied in the post-test. The Control group was also dissatisfied with the current role of the library but became more satisfied in the post-test.

Urban Dynamics - The Institute group became more aware of urban dynamics during the program while the Control group lessened its comprehension during the year.

The pre-test results showed that students in the Institute group were relatively unsophisticated on what makes the City operate. For example, 56 per cent of the group felt that the stability and strength of a city's central business district was unrelated to welfare of the disadvantaged. About 20 per cent of the group felt that violent crimes occur more frequently between strangers than acquaintances and the same number felt that OEO is primarily involved in finding jobs for persons displaced by urban renewal. About 40 per cent also felt that most heads of households below the poverty level are unemployed and 35 per cent felt that Model Cities was involved only with social improvement programs. Approximately 70 per cent of the group also felt that high density developments always produce overcrowding conditions. In addition, 35 per cent felt that middle income families spend a higher proportion of their income on housing than poverty families do.

Post-test results show substantial increase in comprehension of urban dynamics. In the post-test phase, the number of students who felt that a strong central business district was vital to the welfare of the urban disadvantaged increased from 49 to 77 per cent. There was strong unanimous agreement on violent crimes typically occurring between acquaintances and 91 per cent felt OEO is not primarily involved in finding jobs for persons displaced by urban renewal. In addition, those students who felt that most heads of households under the poverty line are unemployed increased by 14 per cent. Almost 77 per cent of the group in the post-test phase felt that Model Cities is involved with more than just social programs. On the other hand, the same number of students think that high density development always produces overcrowding. The number of students that felt middle-income families spend more on housing than poverty families decreased by 14 per cent.

Institute Evaluation (Institute Group) - Only those students who were part of the USOE Institute were asked to respond to this portion of the questionnaire. As stated in the section on methodology, this element was only part of the post-test phase. The following are the results of the students evaluation:

- Twenty seven per cent felt the outside experts understood the problems and potential of the public library well. Another 27 per cent rated their understanding adequate, while 45 per cent rated it poor.

- The input of the outside experts into the program was rated very valuable by 17 per cent of the group and valuable by eight per cent. Forty two per cent rated it somewhat valuable and 33 per cent rated it not very valuable.

- The five most outstanding experts were listed as Dr. Hurst, Jacqueline Tilles, Donald Bissett, Casper Jordan and Everett Rogers.

- The team teaching approach was rated good by half of the group and fair by the other half.

- A full 83 per cent expected the program to teach "a little more" about library skills. Eight per cent expected substantially more and eight per cent felt coverage was good.

- Twenty five per cent expected substantially more about City problems, and 33 per cent expected a little more. Forty two per cent felt the coverage was good.

- Eighteen per cent expected substantially more about the social issues of poverty, 36 per cent expected a little more and 45 per cent thought that the coverage was good.

- Twenty per cent of the group felt that the brochure described the housing facilities well and 30 per cent felt they were described adequately. Another 30 per cent felt they were described poorly and 20 per cent felt they were described very poorly.

- Courses were described well as rated by 25 per cent of the group and adequately by 42 per cent. One third of the group felt they were described poorly.

- Seventeen per cent felt the type of teaching was described well and 58 per cent felt it was described adequately. One quarter felt it was described poorly.

- Instructors were described well by 17 per cent and adequately by 25 per cent. A full 58 per cent felt they were described poorly.

- Only seven per cent felt that freedom of expression was described well and 42 per cent felt it was described adequately. Another 42 per cent felt it was described poorly.

- Work load was one area which had all the responses of the continuum. Eight per cent felt it was described very well, 17 per cent felt it was described well and 33 per cent felt it was described adequately. One third felt it was described poorly and eight per cent felt it was described very poorly.

- One half of the students preferred keeping the program at 12 months and reducing the work load. The other half preferred keeping the same work load and extending the program by six months.

- One quarter of the students felt that only 40 per cent of the course work was worthwhile, 42 per cent felt that 60 per cent was worthwhile and one third felt that 80 per cent was worthwhile.

- One quarter of the group felt the field experience gained in the Detroit Public Library was very valuable and one third thought it was valuable. Seventeen per cent felt it was somewhat valuable and 25 per cent felt it was not very valuable.

- Seventeen per cent felt that the social agency experience was very valuable and 42 per cent felt it was valuable. One quarter felt it was somewhat valuable and 17 per cent felt it was not very valuable.

- Of those who responded to the question "What was valuable", the students felt that exposure to the disadvantaged, exposure to their goals and needs, exposure to working of library and exposure to resource persons were the most valuable.

- Sixty per cent of the students felt that future participants in the program should be required to have library experience while 40 per cent felt that no experience should be required.

- Only 30 per cent of the students expected the program to emphasize on literary skills, ten per cent expected emphasis on knowledge of the City while 60 per cent expected emphasis on social issues of poverty.

- About 36 per cent of the students felt that the participation training in the beginning of the program helped them "a significant amount" while 27 per cent felt that it helped a moderate amount. Another 27 per cent felt that it helped a small amount and nine per cent felt that it did not help at all.

- About 36 per cent felt that the participation training helped a significant amount and 45 per cent felt that it helped a moderate amount. The other 18 per cent felt that it helped a small amount.

- Only nine per cent rated the value of the seminar on Public Library Service to the Illiterate Adult as very valuable. The same number rated it valuable. About 36 per cent rated it as somewhat valuable and 45 per cent rated it as not very valuable.

- A full 82 per cent indicated that they had a small amount of interaction with other library science students and 18 per cent indicated that they had a small amount.

- Three quarters of the group indicated a preference for taking classes with non-Institute students. The other quarter preferred not to.

- While 83 per cent of the students thought there were sufficient opportunities for students to air grievances only 25 per cent felt they were effective.

- All the students felt the class size was just right.

- The readings on the program were rated valuable by 58 per cent of the students and 33 per cent rated them somewhat valuable. Only eight per cent rated them as not very valuable.

- Students generally read between six and nine books from the bibliography. The high number stated was 17; the low was four.

- Only one-half of the students felt that the students should determine what should be taught in the last half of the program.

- The trip to the American Library Association Conference was rated as very valuable by 22 per cent and valuable by another 22 per cent. Another 44 per cent rated it as somewhat valuable while 11 per cent rated it as not very valuable.

- Those elements of the Conference which the students found most helpful were the general meetings especially the Black Caucus and children's meeting.

- About 72 per cent of the students found the experience from the library game to be not very valuable. Only nine per cent found it to be valuable and 18 per cent indicated it was somewhat valuable.

- Of all the courses given in the program Basic Reference was found to be most valuable and Documentation the least valuable. Other courses receiving relatively high ratings were Advanced Reference, Reading, Listening and Viewing Interests of Inner City People, and Field Experience. Courses considered as having generally little value were Program Planning and Technical Processes. Other courses were considered as generally being somewhat valuable.

- The students felt that the field work both in the social agencies and library were particularly relevant to the goals of the Institute. The documentation course and the outside speakers were those experiences considered most irrelevant to the goals of the program.

Interim Evaluation

Although this evaluation consisted primarily of the pre-test and post-test phases, the Consultant participated in a number of interim activities throughout the program. Among the activities were the Seminar on the Functionally Illiterate Adult, the mid-year evaluation luncheon and development of the library game. Many other informal meetings and discussions were also attended.

Seminar on the Functionally Illiterate Adult

The content of the seminar appears to be well-planned and wisely selected. Speakers at the seminar ranged from excellent to poorly prepared, as perceived by the student participants. The seminar was well-attended with many outstanding library figures participating in all phases of the seminar.

The Consultant's observation of the Seminar resulted in other positive impressions which were supported by many of the Institute students in attendance. Particularly positive was the fact that such functions bring a number of resource people together. Frequently, significant insight into problem areas can be developed in very informal atmospheres rather than at the formally scheduled meetings. The students were particularly positive on the latter point.

The post-test phase of the evaluation, however, indicated that 45 per cent felt that the seminar was not very valuable in preparing them for work in the library. This appears to be somewhat of a contradiction in their opinions immediately at the end of the seminar. Reasons for the variance could be a combination of many factors, the nature of which this evaluation is not prepared to assess. It is nevertheless, the Consultant's recommendation that seminars on various problem aspects of library effectiveness remain an integral part of any future program.

Mid-Year Luncheon

This again appeared to be beneficial to the entire program. It provided a valuable and necessary channel through which mid-year assessments could be made by all participants. The Consultant did feel, though, that it would have been preferable to have such a function closer to a logical break in class schedules. Any necessary adjustments could have been made at the beginning of a new quarter, rather than mid-way in an on-going quarter. This would create less of a disruption in the learning process. It is recommended that some mechanism for mid-year or quarterly evaluation remain as part of any future institute.

Library Game

The time and effort spent in developing the library game did not produce the desired results. The final product was too complex and difficult to understand even for graduate library students. It actually created more resentment on the part of the students than developed an appreciation for library system functioning. The data gathered on the post-test supports this.

It must be said that this initial effort did lay the groundwork for a game which could prove valuable in the future. The games need refinement and its purpose must be consistent with the aims of future institutes. However, until such refinement occurs, it is recommended that the library game be dropped from future institutes.

Final Evaluation

Success must logically be measured in increments. Initial efforts, such as this Institute, to attack major social problems must also be compared against previous and current efforts. Achieving the aims of any program is typically an on-going and lengthy process with revisions made in each succeeding effort. The value and success of the USOE Institute must be evaluated against this background.

From the conclusions drawn and comparisons of the data gathered, the Institute in terms of its aims, should be considered as moderately successful. The conclusions revealed that Institute students did develop an increased sensitivity toward the needs of the urban poor, became more impatient and dissatisfied with bureaucratic systems, became more critical with the current role of the library and developed a somewhat greater awareness of the dynamics of the City. There were even those elements of the group that became more militant in their approach to urban problems.

The Control group, on the other hand, while developing a greater degree of sympathy toward the urban disadvantaged, remained distinctly middle-class in their approach and attitudes in problem solving. The Control group also lost some of its awareness of the dynamics of the City.

Whether the changes reflected in the thinking of the students, especially the Institute students, are directly due to the curriculum is a moot point. Students are generally exposed to a variety of stimuli during the course of a year, much of which is only indirectly related to formal course work. It can be said, however, with a high degree of certainty that the Institute did provide a valuable mechanism for learning both through formal and informal channels. It enabled students to establish lines of communication with resource people and agencies, exposed them to authorities and data sources, and encouraged communication between other students. The value of these things, however, cannot be immediately assessed. While it can be said that all of the Institute goals were not completely fulfilled, the Consultant feels that progress has been made in coordinating resources and involving people in attacking problems of the urban poor.

It is suggested that administrators and coordinators of future institutes consider the following recommendations:

- Lengthen future institutes from 12 to 18 months and retain essentially the same or slightly increased work load.

- Choose participants only from those who have had some exposure or training in libraries or library systems.

- Revise the brochure describing the Institute to more accurately reflect the "realities" of housing facilities and work load.

- Retain the team teaching approach.

- Develop a curriculum which emphasizes more in the way of library skills.

- Reduce the number of guest speakers in the program. Those that are selected should address themselves more to the aims of the program. For example, the speakers could serve to supplement technical course work with practical application related to the problems of the urban disadvantaged.

- Promote more interaction with regular library science students. Both groups could benefit from varieties in expertise and sociological backgrounds.

- Reduce the number of field trips (not including the ALA convention) but increase the length of field experience in the social agency and public library system.

- Retain the group participation training at the beginning of the Institute. Virtually all students felt that it not only helped working as a group,but helped them working with groups. The latter is particularly important.

- Maintain a class size of approximately 20 students.

- Establish some mechanism, possibly a student-appointed three member board, to implement legitimate participant grievances.

- Re-examine the content, applicability and method of instruction in the Documentation course.

- Establish a follow-up study methodology for all participants in the program. Eventual success can be more legitimately determined by abilities shown in actual work situations.

The last recommendation carries significantly more requirements than can be discussed here. However, a number of points should be kept in mind where developing evaluation tools for follow-up studies.

Among the key elements of the evaluation should be a determination of how well former participants grasp the specifics of local, state and Federal programs which are designed to assist the urban disadvantaged. This knowledge was considered as vitally important to determination of success during the post-test evaluation. It should also include some indication of whether the contacts (specifically those with urban dynamics orientation), are still beneficial to the former participant. Other elements might contain questions relating to dynamics of the urban disadvantaged. This, however, would be contingent upon a volitile sub-culture and upon findings current and future research.

The follow-up study should also solicit an open-end evaluation (personal interview, if possible) from the former participant. This frequently provides a more accurate assessment of Institute influence than opinions solicited from supervisors.

It is recommended that, as a minimum, a follow-up study be conducted in the fall of 1973 and again in the fall of 1977. This gathers feedback for one year and five years after the end of the Institute. Interim evaluations could be conducted when resources permit.

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